DOCUMENT RESUME

ED 178 809 CG 013 920

AUTHOR	Carlson, Jean; Simpson, Elizabeth
TITLE	Individual and Family Development.
INSTITUTION	Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
SPONS AGENCY	Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE	Sep 78
NOTE	258p.; For related document see CG 013 919
AVAILABLE FROM	Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., UW-Madison, 1025 West Johnson St., Madison, WI 53706 ($4.00)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Community Colleges; *Developmental Stages; *Family Life Education; Home Management; *Individual Development; Junior Colleges; Maturation; *Needs; *Self Concept

ABSTRACT

This curriculum guide, in working paper form, for a semester-long three-credit course in individual and family development is one of nine technical core courses in an associate degree consumer/family manager program. The course studies individual and family development through the life cycle. Emphasis is on the relationship of basic needs to the physical, emotional, mental, and social well-being of the individual as well as the influence of a healthy self-concept on one's growth toward maturity. The course includes an analysis of developmental stages throughout the life cycle with particular emphasis on the family's influence in helping the individual move through each stage of development. The course packet provides pre- and post-tests to evaluate the effectiveness of curriculum, along with other evaluation items, vignettes and case studies, charts and diagrams, additional content that is not readily available, and a descriptive listing of reference textbooks related to the course. (Author/LS)

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ED178809

INDIVIDUAL & FAMILY DEVELOPMENT

Technical Core Course Curriculum Guide

for the

Associate Degree Program

in Home Economics

CONSUMER/FAMILY MANAGER

Project Directors

Jean Carlson
Home Economics Division
Wisconsin Board of Vocational,
Technical and Adult Education

Dr. Elizabeth Simpson
Dean, School of Family Resources and Consumer Sciences
University of Wisconsin - Madison

Project Staff

Nancy Wehlage and Barbara Dougherty
Project Specialists in Home Economics
Wisconsin Vocational Studies Center
University of Wisconsin - Madison

CG013920

Funded by: Wisconsin Board of Vocational, Technical and
Adult Education
Home Economics Division
Project Number 20-024-150-518

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREFACE

The publication of this curriculum guide and that of eight other technical core courses being developed for the associate degree program, Consumer/Family Manager, represents a major step in the total curriculum development project. The major objective of this curriculum effort has been the development and testing of curriculum for the occupation of homemaking for the vocational, technical and adult education system.

Pilot testing of these curriculum materials will be organized and coordinated by the project staff. Information provided through the pilot-testing effort will be used for revisions and final preparation of all curriculum materials for dissemination.

A major teacher resource being developed by the project staff is the instructional resource packet. The intent of the packet is to provide materials designed to strengthen the quality of the classroom learning experience. Contents of each course packet will include materials such as:

- Pre and end tests developed for testing the curricula and for use in the classroom as an evaluation tool.
- Other evaluation items such as check tests, attitude inventories, questionnaires, etc.
- Vignettes and case studies.
- Charts and diagrams pertinent to content suggested in the curriculum guide.
- Specific content not readily available but helpful for classroom instruction.
- Descriptive listing of reference textbooks related to the course.

The proposed pilot testing effort will provide impetus for the implementation of this quality program. Through this process, input of students, teachers and administrators will provide for curriculum improvements. The combined efforts of district personnel and the project staff under the guidance of the project steering committee will result in the final revision and dissemination of curriculum materials for the associate degree program, Consumer/Family Manager.

ACKNOWLEDGMENTS

The curriculum framework upon which the technical core courses of the Consumer/Family Manager program are based is the result of the combined efforts and ideas of those persons who served as members of the Project Steering Committee.

Serving as Project Staff and as members of the Steering Committee have been Directors Christine Nickel and Jean Carlson, Wisconsin Board of Vocational, Technical and Adult Education; Dr. Elizabeth Simpson, Dean, School of Family Resources and Consumer Sciences - University of Wisconsin - Madison; and Project Specialists Nancy Wehlage and Barbara Dougherty, Wisconsin Vocational Studies Center.

VTAE District Members participating on the Steering Committee have been Virginia Atkins, Milwaukee Area VTAE; Maybelle Brechlin, VTAE District 1 - Eau Claire; Nanette Hoppe, Northeast Wisconsin VTAE - Green Bay; Gladys Olson, Blackhawk VTAE - Beloit; Toni Pontar, Lakeshore VTAE - Cleveland; Marian Timmerman, VTAE District 1 - Eau Claire; and Barbara Walter, Western Wisconsin VTAE - LaCrosse.

Representing the University of Wisconsin System on the Steering Committee are Dr. Fern Horn, UW-Stevens Point; Dr. Beverly Schmalzried, UW-Stout; and Dr. Elizabeth Simpson, UW-Madison.

Assisting in preparation of materials for the curriculum guides were VTAE District Curriculum Assistants Betty Gertner, VTAE District 1 - Eau Claire; Rowena Jorgenson, Milwaukee Area VTAE; Libby Shirmacher, Western Wisconsin VTAE - LaCrosse; and Marv Schrader, Lakeshore VTAE - Cleveland.

THE CONSUMER/FAMILY MANAGER PROGRAM

Technical core course curriculum guides have been developed in working papers form for the Consumer/Family Manager program, an associate degree program at the post-secondary, adult level. The program will be offered in the State of Wisconsin through the Vocational, Technical and Adult Education District schools. Curriculum guides developed with the advice and cooperation of representatives of the occupation of homemaking are:

INTRODUCTION TO THE CONSUMER/FAMILY MANAGER
INDIVIDUAL AND FAMILY DEVELOPMENT
CURRENT ISSUES IN FAMILY LIVING
FAMILY RELATIONSHIPS
ENVIRONMENT FOR FAMILY LIVING
NUTRITION FOR THE FAMILY
HOME MANAGEMENT DECISIONS
CLOTHING MANAGEMENT
CONSUMER STUDIES

The Consumer/Family Manager program is an outgrowth of a project to develop and test curriculum for the occupation of homemaking at the post-secondary and adult level. The project plan was to determine what constitutes competence for the occupation of homemaking and to develop a curriculum framework based on these competencies. The Consumer/Family Manager program is based on an analysis of the vocation and the knowledges, attitudes and skills required for competence in the homemaker role. The competencies selected evolved over a period of time through reading, discussion, and refinement by the project steering committee members.

Inherent in this approach was the basic assumption that the adult student comes with varying levels of competence. The competencies identified for the program considered the many and varied responsibilities, background, and experience of the anticipated participants. The pattern of implementation would also vary with each of the post-secondary campuses as well as with individual students, but would have a commonality in the technical core courses.

In the process of identifying the competencies, a broad role-oriented approach was developed viewing the homemaker, male or female, in his/her roles as an individual, a family member, a consumer manager, and a community member. In this unique approach, skills traditionally associated with home economics such as sewing and cooking were not abandoned but placed in proper perspective when considering the vitally important broad range of skills in the areas of management, consumer decisions, human development and family relationships which unfortunately have been given scant attention in the past.

INTRODUCTION TO CURRICULUM GUIDE

Each technical core course in the Consumer/Family Manager program is developed from the curriculum framework based on the identified competencies of the homemaker.

A COMPETENT HOMEMAKER WILL. . . . .

1. APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR.
2. ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT.
3. FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS.
4. ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS.
5. PROVIDE AN ENVIRONMENT CONDUCIVE TO INDIVIDUAL AND FAMILY DEVELOPMENT.
6. USE MANAGEMENT PRINCIPLES TO ACHIEVE PERSONAL AND FAMILY GOALS.
7. FUNCTION EFFECTIVELY AS A CONSUMER IN ACHIEVING INDIVIDUAL AND FAMILY GOALS.
8. USE COMMUNITY RESOURCES IN FOSTERING INDIVIDUAL AND FAMILY DEVELOPMENT.
9. ASSUME RESPONSIBILITY AS A COMMUNITY MEMBER.

The competencies developed are composed of a collection of parts of the home economics discipline that are distinct, yet unified and related. The areas of competence are similar in a number of instances to the role expectations of the occupation of homemaker. These areas are broad and general and can be thought of as program areas within a total curriculum.

The sub-competencies focus on the type of behavior the student is expected to exhibit as a result of the learning experiences. Although performance is implied in the sub-competency, it is not identified to the extent that would lead to the assessment or development of teaching strategies. This is done through the criteria.

The criteria consist of groups of requirements which are made up of measureable components. These criteria serve as a sample of the types of behavior we are willing to accept as evidence of the attainment of the competency. Upon analysis, the criteria can be reduced to a set of knowledges, judgments, and skills that can be stated in behavioral terms. They are explicit enough to lend themselves directly to teaching and assessment strategies.

The content is presented as generalizations showing relationships which give meaning to learning. Concepts are underlined to aid the teacher in quickly identifying the content.

A variety of learning and evaluation experiences are provided to suggest ways to use various teaching methods and techniques. These experiences are not ends in themselves but means to ends. The content, learning experiences and evaluation experiences used in instruction are to be viewed as tools to bring about desired learning outcomes.

COURSE TITLE: Individual and Family Development

COURSE NUMBER: 310-1

CREDITS: 3

LENGTH OF COURSE: 1 semester

PREREQUISITE: None

COURSE DESCRIPTION: Study of individual and family development through the life cycle. Emphasis is on the relationship of basic needs to the physical, emotional, mental, and social well-being of the individual as well as the influence of a healthy self-concept on one's growth toward maturity. The course includes an analysis of developmental stages throughout the life cycle with particular emphasis on the family's influence in helping the individual move through each stage of development.

COMPETENCY

THE HOMEMAKER WILL PROVIDE AN ENVIRONMENT CONDUCIVE TO INDIVIDUAL AND FAMILY DEVELOPMENT.

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR.

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT.

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS.

> The student will demonstrate an understanding of the importance of creating and maintaining an environment for self-actualization and enrichment.
>
> The student will demonstrate understanding of the interrelationship of self, needs, values and goals.
>
> The student will formulate expectations for self-growth throughout the life cycle.
>
> The student will analyze developmental patterns toward physical, social, emotional and intellectual maturity.
>
> The student will analyze developmental tasks in relation to individual development.
>
> The student will demonstrate an understanding of the influence of the family on individual development.

OVERVIEW OF INDIVIDUAL AND FAMILY DEVELOPMENT

Section A....develops an understanding of self-actualization as the need to become the most effective person a human being is capable of becoming with the potentialities one has. The relationship between one's self-concept and development is emphasized.

Section B....examines the importance of understanding our needs, values and goals in order to better understand our own development. The influence of the family in meeting basic needs is emphasized. Clarification of values and their influence on human behavior is included.

Section C....emphasizes the importance of the individual assuming responsibility along with the family for his/her development and growth toward maturity. The relationship between continual self-evaluation and self-growth throughout the life cycle is stressed.

Section D....focuses on factors influencing development toward physical, social, emotional and intellectual maturity with particular emphasis on the relationship between maturity and self-concept.

Section E....focuses on developmental tasks at various stages of the life cycle: infancy and early childhood, school-age, adolescence, young adult, middle-age adult and aging adult. The family's influence in helping the individual achieve each task is emphasized.

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COMPETENCY

THE HOMEMAKER WILL PROVIDE AN ENVIRONMENT CONDUCIVE TO INDIVIDUAL AND FAMILY DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
A. The student will demonstrate an understanding of the importance of creating and maintaining an environment for self-actualization and enrichment.	
Can the student...	Self-Fulfillment (Self-Actualization - Self-Realization)
...define self-fulfillment (self-actualization - self-realization)?	Self-fulfillment (self-actualization - self-realization) is considered to be a continuous process toward achieving maximum development of one's potentialities, toward freedom from inhibitions and emotional turmoil.
...relate self-fulfillment to purpose of life?	The dominating purpose of all life seems to be the fulfillment of one's self.
Can the student...	Self-Concept
...define self-concept?	Self-concept is how an individual sees himself or how he evaluates himself with respect to certain characteristics or attributes.
...identify different dimensions of self-concept?	The personal self, which includes the physical self, plays a major role in psychological growth. The social self, which includes the racial, ethnic, cultural, and religious self, represents one's perceptions, attitudes, and feelings about himself in relation to other persons. The ideal self is the image the person has of what he wishes to become. Self esteem is the evaluative sector of the self-concept.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Self-Fulfillment (Self-Actualization - Self-Realization)

Discuss Maslow's hierarchy of needs and the role of self-actualization in contemporary life.

Have a guest speaker on developing one's potential.

Debate: Self-development ends at age 25.

Self-Concept

Participate in an exercise to become aware of your own image of yourself.

Write a short paragraph answering the following two questions: Who are you? and what do you believe about yourself?

Brainstorm as to the various dimensions in which persons are likely to see themselves (such as man or woman, children or adults, their political affiliation, their hobbies, their family roles, etc.)

Research to find information on the theory that self includes not only the person's beliefs about his own characteristics but also what he wishes to represent of himself to others and what he believes he should be. What is meant by the personal self, the social self, and the ideal self? Discuss your findings with the class.

Brainstorm words often used to describe body build and speculate on the unconscious effect on a person's self-image.

COMPETENCY

THE HOMEMAKER WILL PROVIDE AN ENVIRONMENT CONDUCIVE TO INDIVIDUAL AND FAMILY DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...relate self esteem to self-concept?	Our self concepts are what we know and believe about ourselves: how much or how little we value ourselves is our self-esteem.
Can the student...	Values and Self-Concept
...relate values to self-concept?	What you value is what you consider important to yourself. What you think of yourself as a whole person depends on what you think is important and how you rate yourself on those important characteristics.
...account for individual differences in self-concepts?	Each of us differs on what is considered important. Each of our self-concepts will differ from other people's self-concepts because we have different values. Some differences are learned from our cultures; others are learned from our families and friends, and still others are due to our "personal make-up".
Can the student...	Formation of Self-Concept
...describe how a person's self-concept is formed?	A person's self-concept is formed by putting together impressions about himself. One's view of himself is created by how he is treated, by the kind of responses he receives from others and by how his emotions, actions, statements, and observations are translated to him.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Describe experiences to illustrate how sense of self changes as one grows from childhood to adulthood.

Analyze own changes in self-concept in relation to growth and development.

Values and Self-Concept

Participate in an exercise to help develop an awareness of your values.

Using the paragraph you wrote describing yourself, identify the obvious values shown.

Brainstorm for examples of values that are shared by most of us, regardless of the groups we represent.

Formation of Self-Concept

Brainstorm to identify influences on self over which we have control. Identify influences on self over which we have no control.

Give examples of experiences which tend to enhance one's self-concept and examples which may cause a person to feel inferior such as effect of success, failure, or what others say.

Give examples of how the reactions of others makes us form opinions about our abilities, our looks, and our behaviors (i.e., our self-concept)

COMPETENCY

THE HOMEMAKER WILL PROVIDE AN ENVIRONMENT CONDUCIVE TO INDIVIDUAL AND FAMILY DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...give examples to illustrate a continuously developing self-concept?	Each individual is continuously developing a self-concept.
	Self-concept begins to stabilize and becomes resistant to change early in life. "Core" concepts that are learned early are central to the individual and are the most resistant to change. Concepts of the self may be held in common by the individual and by outsiders or they may be the peculiar perception of the individual's own private world of experience.
Can the student...	Healthy Self-Concept
...define a healthy self-concept?	You have a healthy self-concept when you know yourself well and when you feel good and value what you are. You have a healthy self-concept when you are able to see the facts as they are, to judge them realistically, to feel good about your good points, to resent but accept your bad points, and to come up with a total feeling of being worthwhile. A complete and realistic self-concept and high self-esteem is necessary to form a healthy self-concept.
...explain the meaning of a realistic self-concept?	If what you know about yourself is accurate, you have a realistic self-concept: you are seeing yourself as you really are, not as you would like to be. You can develop an unrealistic self-concept by not seeing the facts, by having faulty judgement about them, or by refusing to accept them for what they are.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Healthy Self-Concept

Using resources for background information, discuss the meaning of the following statement: Persons with healthy self-concepts like and dislike themselves.

Write brief descriptions of individuals with unrealistically high self-concepts. Share your examples with other class members.

Role-play or give examples illustrating unhealthy self-concepts due to lying to oneself about facts, denying facts one dislikes, or failing to take credit for one's good qualities.

COMPETENCY

THE HOMEMAKER WILL PROVIDE AN ENVIRONMENT CONDUCIVE TO INDIVIDUAL AND FAMILY DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...explain the significance of perception to a realistic self-concept?	Every bit of information that you believe is true about you is part of your self-concept. The skills of self observation are the tools on needs for making judgements about what he does and how he is.
...explain the meaning of a complete self-concept?	The more you know about yourself, the more complete is your self-concept. The sense of self grows gradually and continually as the individual participates in an ever-widening environment. Although the qualities of one's self are shaped extensively in infancy and early childhood, the self continues to be shaped, and to some degree changed throughout life. Concepts of the self held by a particular person vary widely from concepts in clear, sharp figures to concepts so vague and fuzzy as to be inexpressible by the person himself. We become more and more aware of our uniqueness as we mature and experience new ideas and feelings about ourselves.
...describe the meaning of healthy self-esteem?	You have healthy self-esteem if you believe and feel that you are a worthwhile person. It is your self-esteem that gives you confidence and feelings of satisfaction with yourself.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Give examples of situations in which the individual's perception of himself differs from the way other's perceive him (such as the individual who sees himself as a great wit, yet outsiders might be surprised at this, recalling the times they have been bored by his long winded stories). Discuss the situation.

Discuss the meaning of the following statement: The more you know about yourself and the more accurate your information is, the better your chance of forming a healthy self-concept, simply because you will be able to take care of yourself better. Give examples to illustrate the meaning of the statement.

Brainstorm examples of activities and experiences which help a child form a more complete self-concept.

Discuss the meaning of the following statements: Some self perceptions seem to be much more central or basic to us than others. (...for example, the different conduct society has expected from men and women). Concepts of the self vary in sharpness or clarity, (the concept of being Susie's mother is clear.....the concept of being a "good mother" is far less clear).

Brainstorm examples of ways people with poor self-concepts tend to downgrade themselves and/or others.

Describe actions of individuals of all ages, childhood through aging, which illustrate low self-esteem. (for examples: a child who is timid, afraid of groups, etc.)

Discuss what is meant by an "overrated self-esteem".

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	Needs, Values and Goals
B. The student will demonstrate understanding of the interrelationship of self, needs, values and goals.	An important dimension of understanding oneself is to understand one's needs, values and goals.
Can the student...	Basic to the understanding of ourselves and others is an understanding of our basic needs.
...define basic needs?	Needs are internal tensions that we seek to resolve.
...explain the relationship between human behavior and gratification of needs?	Human behavior is assumed to be the result of gratification of needs, some innate and some learned.
...identify basic physiological needs?	Basic physiological needs must be satisfied at a minimal level at least, in order for a human being to live.
...identify basic psychological needs?	Basic psychological needs stem from the mind's requirements for love, esteem, and safety.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Needs, Values and Goals

As a class make a list of basic physical needs of humans such as: food, clothing, shelter, air, etc. Also list the basic psychological needs of humans such as: affection, new experiences, companionship, etc.

Write a definition of a basic need. Share your definition with the class. Develop a class definition of a basic need.

Collect advertisements from magazines or newspapers. Indicate how they appeal to the basic psychological and physical needs.

Using resources study Maslow's theory regarding the hierarchy of developmental needs that must be fulfilled in order for an individual to become capable of self-fulfillment.

List and discuss innate (or primary needs) which require gratification if the individual is to survive.

List learned needs. Compare your list with others in the class and discuss.

Considering Maslow's theory discuss the meaning of the following statement: Sometimes people try to make up deficiencies at one level by working very hard to gain fulfillment of needs at the next level (for example, a man driving himself unmercifully in an attempt to gain prestige and professional success [esteem needs] when he is actually in the need for affection [love needs]). Discuss other examples such as this one.

Discuss the meaning of the following statement: One of the common sources of tension and anxiety in human beinge is the chronic presence of a learned need (such as love, social status, etc) but no means of gratifying it.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...identify family responsibilities in meeting the basic needs of its members?	
...give examples showing how needs vary from person to person?	The organization and intensity of needs vary from person to person and from time to time within one person.
...give examples showing how an individual's needs vary from time to time?	
...give examples showing how varying strength and intensity of needs will affect behavior?	Behavior will vary depending on the strength and intensity of the needs.
...relate self-actualization to other basic needs?	Self-actualization is the need to become the most effective person a human being is capable of becoming with the potentialities he has. (Maslow)

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Many experts today agree that certain psychological needs can best be met by the family: the need to belong, the need for acceptance, the need to share both happy and unhappy experiences, the need for recognition and the need to develop into an individual but at the same time learn to be part of a larger basic group.

Give examples showing how the family can fulfill many of the above needs.

Write statements which might be made by individual's showing changing needs (for instance "I don't love my wife anymore. She just doesn't excite me. She's not my kind. We have nothing in common".) Have other class members identify the changing needs.

List needs important to you. Compare your list with that of someone else.

Discuss situations illustrating the change of the intensity of particular needs over a period of time.

Using the list of needs important to you discuss: Were these needs the most important to you five years ago? Why or why not? Will these probably be important needs for you ten years from now? Why or why not?

Debate the following question: Is personal adequacy (self-actualization, etc.) a selfish need?

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	**Values**
...define values? ...illustrate through example values held by individuals?	Values are our standards and principles for judging worth.
...explain the role of values in directing our lives?	Values are ideas or opinions that give directions to behavior and meaning to life.
...identify values serving as a motivating force, as a selecting factor, and as an appraising concept?	A value is a motivating force, a selecting factor, and an appraising concept which enables us to make choices among alternative paths of action.
...explain the significance of the words "freely chosen" in the definition of a value?	A value is something that is freely chosen from alternatives and is acted upon.
Can the student...	**Classification of Values**
...explain classification of values?	Values may be classified as esthetic, instrumental and moral.
...define esthetic values? ...give examples illustrating esthetic values?	Esthetic values are those standards by which we judge beauty- what we enjoy.
...define instrumental values? ...give examples illustrating instrumental values?	Instrumental values are not meant to be important in and of themselves but because they help to attain other ends; they are means to ends.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Values

Participate in a learning exercise designed to make one more aware of what it is he/she values.

To comprehend how a particular value is expressed through behavior, select a value related to the family. Prepare a written statement of your interpretation of the meaning of the value, an indication of ways in which people might express this value by their behavior and an indication of the way in which behavior might indicate a lack of such a value. Share your value and ideas with others in the class.

To interpret what is meant by a motivating force, a selecting factor and an appraising concept, write a brief description of three different values, describing how one serves as a motivating force, how one serves as a selecting factor, and how one serves as an appraising concept. Share your examples with the class.

To interpret the difference between a value statement and a statement of fact, as a class, formulate examples of each of these types of statements and discuss the differences.

Identify values common to the majority of American families (individual human worth, each person responsible for the consequences of his own behavior).

Classification of Values

Brainstorm as to the different ways you have seen values classified or they could be classified.

As a class discuss the classification of values as esthetic, instrumental and moral. Give illustrations of each, analyze lists of values and classify them, and discuss the range involved in moral values.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...define moral (ethical) values? ...give examples illustrating moral values?	Moral values have to do with how people behave--the standards by which we judge conduct, by which we determine what kinds of actions are proper and worthwhile and what kinds are not. Moral values can be thought of on a continuum which ranges from personal preferences to basic moral standards. Distinctions between the three classifications of values (esthetic, instrumental and moral) are not always clear cut.
Can the student...	Formation of Values
...determine sources of basic values?	Value systems are developed as a person's needs are met, as he thinks about and reacts to his experiences and as he adjusts to change. An individual's values are reflected from early and continual experiences. As one questions alternatives and makes choices, he/she is developing a value system.
...relate functions of the family to the formation of values?	One of the important functions of a family is to help form the values and acquire the sensitivities needed to take constructive or moral action.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Formation of Values

Participate in an exercise to help one understand how the environment we live in influences the values we form.

Read stories or case studies to identify the influence on values which the home and family exert.

Use resources to acquaint yourself with specific information on the effect of various family functions and patterns on value formation.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...analyze moralizing and modeling as methods of transmitting values?	Moralizing and modeling are traditional methods of transmitting values.
Can the student...	Values and Behavior
...explain the importance of values in the decisions we make and the way we behave?	Everything we do, every decision we make and course of action we take, is based on our consciously or unconsciously held values.
...give illustrations showing influential values which might be held unconsciously?	Some of the most influential and compelling values are held unconsciously.
...relate understanding of values to satisfactory choices?	The more we understand about values, the more able we are to make satisfactory choices and take appropriate action. Ideally choices are made on the basis of the values we hold; but frequently, we are not clear about our own values.
Can the student...	Clarifying Values
...define value clarification?	Value clarification is a process which helps one determine the content and power of his/her own set of values.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

As a class discuss examples of a person's value orientation who might grow up in the following family situations: Inconsistent families in which there are no rules or regulations, inconsistent families in which one parent rules now and another rules tomorrow, autocratic families, and democratic families.

Discuss the meaning of the following statement: Social class entails special conditions of life which help create values which influence behavior.

Discuss the problems associated with "moralizing" and modeling as ways of acquiring values. For what reasons are these traditional approaches becoming increasingly less effective?

Debate the following: Values cannot be taught, but they can be learned.

Discuss the meaning of the following statement: When we realize the extent to which values guide our lives - consciously or unconsciously - it's understandable that people with few values tend to be apathetic, conforming, inconsistent, and what psychologists often call ambivalent.

Values and Behavior

Consider your activities of the previous day. Analyze what values were involved in guiding the decisions you made and the activities you participated in.

Discuss the meaning of the statement: Some of the most influential and compelling values are held unconsciously.

Read case studies illustrating the importance of the relationship between the understanding of one's values and making of satisfactory choices.

Clarifying Values

Participate in a value clarification exercise.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...explain the valuing process? ...relate knowledge of the valuing process to value clarification?	By understanding the process of valuing, which states that a value must be chosen freely, be prized and cherished, and be repeatedly acted upon, one is able to identify his real values.
...explain the importance of an accurate perception of values?	The more accurately one perceives his value system, the greater the ease in choosing among alternatives.
Can the student...	Value Indicators
...define value indicators?	Values cannot be seen directly, but are inferred from value indicators - what people say and do.
...give examples of value indicators?	Value indicators include goals or purposes; aspirations; attitudes; interests; feelings; beliefs and convictions; activities; and worries, problems, or obstacles.
...explain the relationship between a value indicator and a value?	A value indicator indicates that a value is in the process of "becoming".
Can the student...	Value Judgements
...define value judgements? ...give examples illustrating value judgement?	Statements which indicate or imply worth, merit, or quality are called value judgements.
...distinguish between values and value judgement?	In order to determine whether our behavior is related to our values, it is important to be able to distinguish the value judgement from the underlying value or values.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Participate in a learning exercise designed to help you develop an appreciation of the nature of the valuing process.

Value Indicators

Participate in a learning exercise designed to clarify the difference between a full value (true value) and what are only value indicators (anything important to you but which falls short of being a full value).

Analyze case studies to identify value indicators. Share your findings with the class.

Participate in an exercise which helps one become aware of partially formed values.

Discuss the meaning of the following: One of the discoveries of value clarification for the individual is that he finds that many of his so-called values are not truly values but rather value indicators. This is not said in a pessimistic sense but rather in the optimistic attitude of making the individual aware of his choices and giving him the opportunity to then consciously and freely choose from alternatives in order to grow in his values.

Value Judgements

"Mary, you should make your bed every morning" - is making a value judgement. What is the value (or values) that leads to that judgement? Brainstorm with the class for other value judgements related to home and family. Try to identify the values leading to the judgements.

Participate in an exercise to self-check your understanding of value judgements.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...relate directives to value judgement?	
Can the student...	Changing Values
...give examples of changing values throughout the life cycle?	Values are never static but are continually rechosen as the person grows in his world.
	As a person grows in his identity and interdependence, he is continually choosing values and fashioning his hierarchy of values.
Can the student...	Value Ranking
...define value ranking?	People attach more importance to some values than they do others.
...explain the significance of value ranking to development and behavior?	Value ranking is the setting of priorities.
	Because the way a person ranks values has a great influence on how he behaves in actual living, the process of value ranking is important to individual development.
Can the student...	Value Conflict
...define intrapersonal value conflict?	Value conflict may not only be interpersonal but also intrapersonal.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Statements that appear to be directives often are implicit value judgements such as "Johnny, chew your food quietly". What is the value judgement implied? Brainstorm with the class for other directive statements related to home and family living and identify the value judgement implied. (Examples: "Turn out the lights," "Hang up your jacket", etc.

Participate in an exercise to self check your understanding of the relationship between directives and implied value judgements.

Changing Values

Think of yourself in terms of changing values. What did you value as a ten-year-old....a teen-ager....what do you value now? What reasons can you give for any of these values changes.

Read case studies illustrating changing values. Discuss.

Value Ranking

List things in life that are of personal value to you. Rank items on the list in order of importance, where possible. Recall ways your time and money were spent in the last week. Compare your actions to your list of personal values. Draw conclusions.

Participate in a learning exercise in which the goal is to help people to become aware of what their value rankings are and how these affect their lives and their relationships with other people.

Value Conflict

As a class, brainstorm listing examples you have experienced or are aware of which illustrate both intrapersonal value conflicts and interpersonal value conflicts. Discuss.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...give examples of intrapersonal value conflict?	
...give examples of interpersonal value conflicts?	
...relate conflicting intrapersonal values with inconsistent behavior?	A realization that personal values often conflict helps one understand why people often are inconsistent in their behavior.
...cite causes of conflicting values within interpersonal relationships?	Conflicting values within interpersonal relationships result from differing social, intellectual, economic, and cultural backgrounds as well as differing age and status.
...relate understanding the nature and source of values to understanding conflicting values?	Understanding the nature and source of values contributes to understanding conflicting values. Understanding how different ranking of the same values causes conflict helps persons deal with resolving conflict situations.
Can the student...	Goals
...define goals?	A basis for the goals we choose, or the decisions we make, is our value system.
...explain the sources of goals?	
...relate needs, values and goals?	
...identify individual and family short and long term goals?	Goals grow out of values. When experiencing a need the person is aroused in action toward a goal that is value conferred. Goals are aims toward which we are willing to work.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Read case studies which illustrate inconsistent behavior because of value conflict. Discuss.

To further comprehend the influence of sociological factors which have brought about conflicting values within our own culture, discuss the effect of such factors as the decline of community life, closely knit family groups, and the impact of modern communication and transportation and social mobility on the change in values.

Discuss situations relating to dating or early adjustments in marriage which help demonstrate the sources and nature of conflicting values.

Goals

List own personal goals. Relate these to personal values previously identified.

Classify personal goals according to immediacy, long or short term, or priority.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...analyze goals in specific situations as to how they may have developed?	If one is aware of his individual and family goals, why he has them and how he got them - the more likely he will be able to make decisions that will bring satisfaction.
...relate the importance of the understanding of one's values to progress toward goals?	A person with a strong and integrated value system will withstand privations, make sacrifices, and run risks in order to progress toward goals in harmony with his values.
...give examples showing how self-improvement goals guide in decision-making?	In the process of trying to improve oneself, the individual builds up a set of goals which give guidance to his decision-making and behavior.
...identify self-growth goals and resources which may be used to reach those goals?	Realistic goals are those which can be accomplished with the resources that are available to the individual.

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT

C. The student will formulate expectations for self-growth throughout the life cycle.	Self-Growth Throughout the Life Cycle
Can the student...	
...relate understanding of values and goals and a strong self-concept to maturity?	An understanding and development of one's values and goals and a strong self-concept contribute toward growth in maturity.
...identify man's primary goal of life?	Full self-actualization or self-development may be viewed as the primary motive-goal of life.
...describe the importance of realistic appraisal, judgement and self-evaluation to self-growth throughout the life cycle?	Basic to self-actualization is realistic appraisal, judgement, and self-evaluation. A realistic picture of one's self in regard to strengths and weaknesses may better enable one to improve self.
...show through example how important life decisions are based on one's set of values?	In the process of self-development the individual builds up a set of values which are important criteria for his/her decision-making.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Analyze a case study of a family that reveals several goals desired by individual family members. List goals revealed. What individual values do these goals reveal? What family values are apparent? What conflicts are there between individual and family values? Considering the values revealed, arrange the goals according to the priority you think this family would give them.

Discuss how a personal priority list of values helps one to resolve future value conflicts. How may compromise and flexibility aid in solving value conflicts?

How would you define "realistic goals". Discuss with other class members.

Self-Growth Throughout the Life Cycle

Research, then discuss the relationship between the following:

--understanding of one's values and goals..........growth toward maturity
--appraisal, judgement, and self-evaluation........self-actualization
--realistic picture of one's self..................self-improvement
--set of values which serve as criteria............satisfying decision-making
--understanding of personal and external resources...self-appraisal
--individual responsibility.........................self-development

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...show through example how personal values, goals and resources influence the choices we make?	Personal values, goals and resources influence the choices we make.
...identify how one might further their understanding of resources available for furthering one's own development?	Self-appraisal must be coupled with an understanding of the personal and external resources available for furthering one's own development.
...relate self-development to individual responsibility?	Although the family can provide an environment in which the possibilities for self-growth are facilitated by family members, the ultimate responsibility for self-development rests with the individual.
D. The student will analyze both opportunities and responsibilities for his/her own development.	
Can the student...	**GROWTH TOWARD MATURITY**
...define maturation?	Maturation is the process of coming to full development.
...explain how maturation can be appraised?	Maturation is change in structure that cannot be measured in amount by means of a standard measuring scale, but can be appraised by reference to an orderly sequence of qualities, features or stages.
	One is neither mature nor immature at all times; the degree of maturity may vary in different situations.

GROWTH TOWARD MATURITY

Divide into buzz groups. Brainstorm for a definition of maturity. Write the definitions on the chalkboard. Compile one class definition. Compare class definition to those given in various textbooks. Discuss.

Identify the types of maturity such as: physical, social, emotional, intellectual, and philosophical.

List characteristics of maturity for each of the types of maturity. Can an individual be mature in one way and not in another?

Describe a person whom you consider mature. List characteristics which you feel exemplify his maturity. Do you know any ways in which he is still immature? How? Discuss with the class.

Give examples of ways that each individual matures at his own rate within each type of maturity. List both mature and immature acts or attitudes you have noticed in others or in yourself.

Explain the meaning of the statement: At any point in development a child still shows some of the needs of a previous stage of growth, even while shooting forward in other aspects of development.

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...relate use of resources to development of one's potential?	Maturity is revealed in an individual's use of the resources available to him to develop his potential.
...assess the complexity of individual development?	The development of an individual is a complex and individual matter, and the factors that interact to help or hinder this development are infinitiely varied.
...describe the significance of hereditary and environmental influences on development?	Heredity determines the potentiality that can be developed, the environment determines how or even whether that potential is developed.
...describe the significance of the "uniqueness" of each individual?	The family unit provides for basic needs, but each individual is unique in his pattern and rate of development and in his inherent potentialities.
...explain the meaning of sequence of growth?	All normal children follow an essentially similar sequence of growth, yet because of great variations in endowment and experience no two individuals pass through this sequence in just the same way.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

As a class, brainstorm listing possible resources which may be available to develop one's potential. Use headings such as types of maturity or development and place the lists of resources under each heading. Circle the resources that the family might be involved with. (This is not an easy learning experience as resources do not fit easily under one heading or another, but the experience of thinking this through could be of value.)

Think of the blood relative that you resemble most in appearance. To what extent are you like him temperamentally. Compare your growth patterns; for example, size as a baby, age of walking, age of maturing. Compare your stamina, your reaction time, your body build, general health.

Identify some qualities of the body that are more subject to inheritance than others (such as body proportions and size, color and shape of eyes).

View a visual which illustrates the interplay between heredity and environment, limitations set by heredity, capacity to grow and develop one's capacities affected by environment.

Discuss the meaning of the statement: Even before birth the environment is an important factor.

Invite a resource person to present ideas and lead a discussion on the influence of inheritance on such physical factors as tissue or muscle strength, stability of the nervous system, maturing patterns, bodily weaknesses.

Discuss the meaning of the following statement: Nature provides capacities, the culture converts them into abilities.

Brainstorm examples showing how the environment might negatively influence a child with normal potential (such as how an unfortunate emotional environment in which the child feels unwanted and unloved can keep the child with normal potential from becoming a mature, emotionally healthy adult...the child may grow into a discouraged, self-doubting individual).

As a class, brainstorm listing the many factors which influence the uniqueness of the individual. (This list could be unending but will serve the class as a reminder of the complexity of development.)

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...define developmental tasks? ...give examples of developmental tasks?	Each level of growth and maturity has its own set of developmental tasks, which when achieved prepare the individual for moving on with ease to the next developmental level. Developmental tasks arise both from physical maturation and from cultural pressure of society.
...relate types of development (physical, social, emotional, and intellectual) to self-concept? ...relate maturity to self-concept?	Maturation involves expanding one's positive but realistic feelings about his/her self (body self, social self, emotional self, and intellectual self).
Can the student...	Physical Development
...explain the importance of understanding our own bodies?	To understand ourselves we must understand the physical development of our own bodies, the ways in which they function and their limitations for carrying out certain functions.
...relate self-concept (body image) to physical characteristics?	One's self-concept as related to his/her body (body image) is determined by one's feelings about his/her physical characteristics.
...list factors affecting differences in individual physical growth rates?	There are great differences in the rate of growth toward physical maturity among individuals.
...explain the significance of heredity and environmental influences on physical growth?	Heredity sets the potential for physical growth; health and environment determine the degree to which that potential is achieved.
...relate basic needs to physical growth toward maturity?	Adequate food, sleep and shelter are necessary for growth and the maintenance of bodily efficiency.
Can the student...	Individuals differ considerably in their patterns of growth, physical size at any one chronological age level, and in their physical abilities.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Using resources, investigate various theories of individual development.

Discuss Havighurst's theory regarding developmental tasks. Which tasks arise from physical maturation and which arise from cultural pressure?

Discuss how one's views of himself (body image, social image, intellectual image, personality image) will be affected by one's stage of development. (For example: the teenage boy who is slower than average in physical development might have negative feelings regarding his body image).

As an exercise to begin to think of ways the family influences development, make a chart (or put on the chalkboard) using the headings physical, social, emotional and intellectual development. As a class, brainstorm ways the family might affect development in each of these areas.

Physical Development

Consult resources to find what cautions should be considered (or what concepts should be kept in mind) in any discussion of "normal development". Share your ideas with the other members of the class.

Discuss the ways we are able to check physical growth regularly (such as weighing, examining teeth, etc.)

View a chart illustrating the variations in rate of growth of different parts of the body during the developmental period.

Have a qualified resources person speak on the influence of heredity on physical development.

Review the Basic Four. Discuss the importance of the Basic Four to the body and physical development.

Investigate and discuss how the food one chooses to eat affects the teeth, blood, complexion, energy, disposition, growth, weight, preparation of the body for adulthood and alertness. Discuss the relationship between these factors and self-concept.

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	...Patterns of Physical Growth
...define growth patterns?	Physical growth depends upon individual and inherited growth patterns unless it is altered by malnutrition or medicine.
...describe various physical growth patterns?	Different segments of the body are different in their rate of growth during the developmental period.
...list factors affecting individual differences in growth patterns?	Although physical growth is orderly and sequential, it is irregular in pace, having alternate periods of fast and slow growth.
	...Physical Form (Muscle, Bone, Tissue)
...identify the dimensions contributing to physical form?	Body proportions, and the amounts of tissues and their distribution contribute to an overall form, build, or physique that is a part of the uniqueness of the individual.
...analyze reasons for differences in body form?	Studies in growth of muscle, bone and subcutaneous tissue (largely fat) demonstrate differences between male and female, and between individuals of the same sex.
...describe factors affecting muscle development?	The condition of the muscles at all ages depends on the constitution of the individual and on his health.
	The tone of the muscles is important, since it affects much of the support that various structures of the body require.
...describe factors affecting skeletal development?	Bones (skeletal system) function as supporting structures and agents of locomotion; as a source of mineral, particularly calcium; and in their role of blood-forming organs through the agency of red marrow.
	Individuals differ in skeletal development as they do in height and weight although the process of skeletal maturation is less subject to fluctuations than are other growth processes.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...Patterns of Physical Growth

Read about studies indicating differences in growth patterns. Discuss.

Compare and discuss diagrams indicating growth of boys and girls at regular intervals from infancy to maturity.

As a class, discuss the meaning of the following statement: Because changes in the physical dimensions for height and weight are among the most obvious in physical development, they have a profound effect on social and emotional development.

...Physical Form (Muscle, Bone, Tissue)

Observe charts of physical growth which indicate normal height and weight ranges. Discuss implications.

Invite a qualified individual to discuss factors which affect muscle, skeletal and tissue development.

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...describe factors affecting tissue development?	Factors contributing to differences in weight are "family line heredity" which includes race, emotions and environment. Environmental factors, especially those related directly to nutrition, have a particularly strong influence on weight. Weight is a measure of mass; it reveals nothing, however, about the nature of that mass.
...analyze procedures in evaluating growth progress?	The differences in the relative growth of tissues indicate that the use of height and weight alone in evaluating growth progress is not enough.
Can the student...	...Physical Abilities
...relate abilities to physical maturation?	As the body matures, it acquires the ability to function in increasingly complex ways. The behavioral capability of an individual at any one level of development is defined by its physiological capacities. Although the body structure of most human beings is adequate to enable them to function as fine humans if well nurtured, characteristics of the body account for specialized capacities and deficiencies.
Can the student...	...Internal Physical Development
...describe functions of various internal organs?	During the development of external physical dimensions from birth toward maturity, there are also changes in internal organs.
...describe briefly the functions of the nervous system?	The nervous system is concerned with the correlation and integration of bodily processes, with the reactions and adjustments of the organism to its environment and with conscious life.
...give examples illustrating the development of the nervous system?	The rate and growth of the nervous system is rapid in the early years.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...Physical Abilities

Research to discover the various factors which influence physical abilities (such as condition of bones and muscles, course of development, personal attributes, environmental influences). Share your findings with the class.

...Internal Physical Development

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...describe the process of maturing sexually?	Sexuality is a normal aspect of personal development. Sexuality exists in all humans and develops as a continuous force from birth to death. Sexual maturity is delayed until most physical and muscular growth has occurred.
Can the student...	...Physical Disabilities
...list reasons why one might be physically handicapped?	Individuals may be physically handicapped as a result of incomplete or abnormal development of the nervous system, from faulty development or damage to the skeleton and muscles, and from the malfunctioning of organs.
...explain the difficulty in identifying some physical disabilities?	Some physical disabilities do not show clearly but are brought out through general maladjustment.
Can the student...	Social Development
...explain the meaning of socialization?	All individuals must learn to get along with others, to accept growing responsibilities and to live and work with other people at the same time that they keep their own identities as individuals.
...contrast social responsiveness with social controls?	Socialization implies both social responsiveness and social (and, ultimately, personal) controls. Socialization is considered to be the degree that an individual regards the rules, values, and prohibitions of his society to be personally mandatory; it is a conformity factor. In the process of socialization, the individual moves from a dependent to a more independent relation, from self-centeredness toward increased awareness of others.
...relate uniqueness of the individual to socialization?	Since every individual, family, and culture is unique, the process of socialization is different for each participant.

...Physical Disabilities

Social Development

Using references read about social development keeping in mind the following: What is the meaning of socialization. What is meant by social controls? Who are socializing agents? Explain the process of socialization. What are social needs? What are the qualities of a socially mature person? How can the family help an individual develop toward social maturity?

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...Socialization and Culture
...relate socialization to cultural control?	Socialization of the individual tends to be culturally controlled. Through implicit and explicit codes, most of which have a right-wrong overtone, societies set up standards of behavior for their members.
Can the student...	...Socializing Agents (family, peers, teachers, media, etc.)
...identify socializing agents?	The influences of parents, teachers, peer groups, and mass media are pertinent socializing agencies in building an individual's concept of social self.
...give examples of the influence of socializing agents?	The process of social control and adaptability starts with the child's interactions with his parents and family, and continues with his playmates, relatives, and teachers.
Can the student...	...Process of Socialization
...relate learning to socialization?	Socialization occurs as the result of the learning process.
...explain through examples the process that enables individuals to understand acceptable and non-acceptable responses?	In the process of social learning the socializing agents (family, peers, teachers, etc.) provide a pattern of reward, acceptance, permissiveness and punishment that enable the child to discriminate acceptable from non-acceptable responses. Once a child is responding socially, it becomes necessary to train or channel his responses so that they are acceptable to his family and society at large.
...give examples of guiding socialization through intangible reward methods? ...give examples of guiding socialization through physical or concrete reward methods?	Essentially, there are two ways of guiding social development of children - the first through psychologically or love or intangibly rewarded methods; the second through physical, or concrete reward methods.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...Socialization and Culture

...Socializing Agents (family, peers, teachers, media, etc.)

...Process of Socialization

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING HIS/HER OWN DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...explain the importance of meaningful learning?	If an individual is to learn to attach importance to people and rules, he must first attach meaning to them; to find out that they are useful, powerful, and associated with both rewards and punishments.
Can the student...	...Toward Social Maturity
...explain the importance of social maturity? ...describe the importance of satisfying one's own social needs while meeting others' needs?	Social maturity means learning to meet the social needs strivings of others as well as satisfying one's own social needs.
...review basic needs? ...relate socialization to basic needs?	Individuals seek relationships with others to satisfy the need for recognition, affection, adequacy, self-expression and empathy.
...give examples of different ways in which social maturity is developed?	Social maturity develops from a variety of experiences, knowledge, and self-confidence.
...explain the significance of social experiences to social development?	Although intelligence and creativity contribute to an individual's social development, one acquires social skills largely through social experiences.
...describe the social skills of a more socially mature individual?	The more socially mature individual is sensitive to the situation and to the feelings of other people and has the verbal ability to handle social situations effectively and flexibly.
Can the student...	...The Family and Social Development
...identify through examples ways the family helps develop an individual's social maturity?	Effective guidance of individuals helps to develop social maturity. The family is supportive to the socialization process when it provides a combination of affection and control with increasing opportunity for making choices. The family is a laboratory for learning effective communication, a valuable social skill.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...Toward Social Maturity

...The Family and Social Development

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	Learning to participate democratically in reaching family goals helps prepare individuals for participation in other social groups.
	Personal contact through family and community activities provides a setting for increased understanding of others of various ages.
Can the student...	Emotional Development
...identify emotions? ...give examples of ways emotions are expressed?	Emotions are expressed through feelings, emotional behavior and physiological events.
Can the student...	...Influence of Emotions
...relate emotions to physical, emotional, and intellectual development?	The affective phase of life is extremely important because progress in every other aspect - physical, social and intellectual - is accompanied by feelings and emotional experiences.
	Although one may not be able to express verbally his inner reactions (emotions), or even understand their effect upon his/her thoughts or actions, emotions do excercise a potent influence on one's life pattern.
...relate behavior to emotional development? ...give examples of behavior illustrating emotional maturity? ...give examples of behaviors illustrating emotional immaturity?	The behavior of an individual reflects their emotional development.
...list possible causes of emotional reactions?	The kind of emotional reactions experienced by an individual depends on the extent to which his desires or interests are satisfied or frustrated, and on the amount of understanding he possesses of his relationship to the people, objects and conditions that comprise his environment.

Emotional Development

Using references read about emotional development -- keeping in mind the following: Define emotions. What may cause differences in emotional growth? What are the qualities of an emotionally mature person? How do emotions relate to physical and intellectual development. Explain the relationship between emotional maturity and one's behavior. What influences emotional growth? Are there stages in emotional development? How might the family influence emotional development?

...Influence of Emotions

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...Emotional Growth
...describe influences of emotional growth?	As one matures, his/her total pattern of emotions is influenced by one's progressive appreciation of values and ideals and by a growing interest in and responsiveness to the points of view and ideals of other people, to the functioning of cultural institutions, and to the recognition of his own responsibility for the welfare of himself and others.
...relate ability to meet individual needs and societal demands to emotional growth?	The emotional growth of an individual will depend on his ability to attempt to satisfy his own needs, wants, and desires, while attempting to meet society's demands and requirements.
...identify environmental factors influencing emotional growth?	Emotional growth is influenced by many environmental factors. The general pattern of a child's emotional development is determined in part by his experiences with the adults in his environment.
...relate the knowledge of stages of emotional growth to recognition of problem behavior?	A knowledge of the stages through which we can expect children to pass will help us recognize behavior that indicates some problem in a child's emotional growth.
...describe the process of emotional maturation?	The general influence of maturation and training results in the transition from general gross emotional behavior to more definite and individual emotional expression.
Can the student...	...Toward Emotional Maturity
...describe the more emotionally mature individual?	The emotionally mature or stable individual, regardless of his age, is one who has the ability to overcome tension, to disregard certain emotion stimulators that affect the young, and to view himself objectively, as he evaluates his assets and liabilities and strives toward an improved integration of his thought, his emotional attitudes and his overt behavior.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...Emotional Growth

...Toward Emotional Maturity

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	An individual is emotionally mature to the extent to which he recognizes his feelings and begins to control them. It is essential to the general well-being of the individual that one understands the role of emotions in his life and use them for his own benefit as well as for the welfare of others. The emotionally mature person has a proper regard for himself, but his interests also move out to include the activities and well-being of others.
Can the student...	Intellectual Development
...explain the meaning of intellectual development?	Intellectual development is concerned with the development of a human being's ability and disposition to behave intelligently. The degree to which an individual achieves valid understanding of himself, his surroundings, or his relationships with other people depends in good part on his level of intelligence. Intellectual abilities do not develop uniformly with increases in age nor do they develop uniformly with respect to specific abilities.
Can the student...	...Development of Sensitivity and Perception
...relate sense organs to learning?	The child reacts to his world through the organs of special sense and learning for the normal child is largely dependent on the efficiency of these organs. As we give meanings to sensations, we are engaging in mental activity.
...explain the importance of perception to learning?	Understanding implies the development of meaning. Sensitivity is present when reaction to stimuli occurs; when this reaction initiates a series of associations, perception occurs.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Intellectual Development

Using references, read about intellectual development keeping in mind the following: What is meant by intellectual development? How does the development of sensitivity and perception relate to intellectual development? How is perception important to learning? Is there a pattern to language development? Is listening important to language development? How is the ability to communicate related to intellectual development. What are communication skills? How is the development of concepts, thought processes and problem solving ability related to intellectual development? What is the relationship between creativity and intellectual development? How might the family influence intellectual development?

...Development of Sensitivity and Perception

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...Development of Language
...define language (broadly)?	Language is generally understood to include any and all means of expressing feeling and thought; facial expression and gesture as well as spoken and written words.
...list steps in language development?	The achievement of skill in language follows a generally continuous pattern of development with some overlapping of sequential patterns.
...explain the importance of listening to intellectual development?	To acquire an understanding of oral language necessitates the development of the power to listen intelligently to the spoken word and put meaning into each heard. When a child acquires language and learns to use symbols to represent events, he launches a whole new world of learning and understanding and becomes able to deal with his experiences and his environment in new ways.
...identify factors influencing language development?	The degree of success an individual has in language development depends upon his potential ability to acquire mastery of language tools, the language patterns of those about him, and the quality of the school learning experience in language development.
...explain the importance of communication to intellectual development?	Effective communication is fundamental to successful participation in life activites.
...identify communication skills?	Communication involves listening, speaking, reading and writing. The acquiring of listening skill progresses gradually and depends upon maturation and training. The acquisition of skill in reading is closely associated with the development of adequate understanding and use of spoken language.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...Development of Language

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	In order to express one's thoughts clearly, succinctly and intelligibly, development of skill is needed in grammatical constructions and punctuation, in correct spelling and in legible penmanship.
Can the student...	...Development of Concepts, Problem Solving Ability, and Thought
	Development of sensitivities and of perception, as well as of language, presents bases for the child's concepts, problem-solving ability and thought.
...illustrate the meaning of conceptualization?	Conceptualization can be interpreted to mean that the mind is capable of forming abstract ideas (concepts) independently of concrete existence.
...relate development of concepts to mental growth?	The developing of conceptions of cause and effect is clear indication of mental growth. Mental activity relies upon awareness; it is excercised through grasping meanings, relationships, and understandings.
...relate language development to thinking (thought).	Language facilitates thinking. Improved verbal ability often enhances cognitive functions such as memory, thinking, problem-solving, and reasoning. Verbal ability facilitates thinking and problem solving.
Can the student...	...Development of Creativity
...explain the meaning of creativity?	Young children are naturally curious, creative and experimental.
...list influences on creativity?	Individuals differ widely in native gifts in the creative areas of intellectual development.
...suggest ways creativity might be fostered?	Parents and teachers may either foster or suppress creative tendencies of children.
...suggest ways creativity might be suppressed?	

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...Development of Concepts, Problem Solving Ability, and Thought

...Development of Creativity

COMPETENCY

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...Influence of the Family
...list ways the family might influence intellectual development?	Home conditions affect a child's intellectual potentialities. Environmental factors that appear to have the greatest impact on producing individual differences on intelligence test performance are the child's social class and early rearing.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...Influence of the Family

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
E. The student will analyze developmental tasks in relation to individual development. The student will demonstrate an understanding of the influences of the family on individual development. Can the student...	INDIVIDUAL DEVELOPMENT AND DEVELOPMENTAL TASKS
...identify major developmental stages throughout life?	Developmental tasks are tasks that arise at or about a certain time in the life of an individual, successful achievement of which leads to self-fulfillment and to success with later tasks.
...relate developmental tasks to biological development, cultural imperatives and psychological influences?	Developmental tasks satisfy biological requirements, cultural imperatives, and personal aspirations and values.
...describe the importance of knowledge of developmental tasks to understanding individual development?	Knowledge of the developmental tasks typical of each developmental stage provides a basis for understanding human development in the family.
...summarize the influence of the family on individual development?	Families are the nurturing centers for human personalities.
...relate achievement of developmental tasks to encouragement and support of family members?	Encouragement and support by one's family are instrumental in achieving developmental tasks.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

INDIVIDUAL DEVELOPMENT AND DEVELOPMENTAL TASKS

List the major developmental stages. (such as infancy, young childhood, preschool, school-age, adolescence, young adult, etc.)

Define developmental tasks. Give examples of tasks which must be accomplished at different stages of development.

Analyze several developmental tasks in terms of their biological, cultural and psychological basis. For instance, in the case of walking, before the child can walk his body needs to mature through the stages of sitting, crawling, standing, standing alone, walking while holding on and finally walking alone (biological development). The child also needs the security and trust in himself to try each of these feats (psychological). These tasks are enriched if his cultural traditions reinforce him, that is, if his parents allow him to exercise and encourage him rather than confine him (cultural).

Explain the meaning of the following statement: The developmental task theory enables us to see the relationship between the maturational process, needs and cultural demands.

As a class, brainstorm verbally listing many ways in which the family influences human development.

Choose a developmental task from the list (other class members will also choose one task to analyze) and make a list of ways in which members of the family might help or influence the achievement of that particular task. Share your ideas with those of other class members.

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COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	Development During Infancy and Early Childhood
...identify the types of development necessary during infancy and early childhood which enable the child to progress toward self-fulfillment and success with later tasks (i.e., identify developmental tasks)?	Developmental tasks of infancy and early childhood can be summarized as follows: --*Achieving physiological equilibrium following birth* --*Learning to take food satisfactorily* --*Learning the know-how and the where-when of elimination* --*Learning to manage one's body effectively* --*Learning to adjust to other people* --*Learning to love and be loved* --*Developing systems of communication* --*Learning to express and control feelings* --*Laying foundations for self-awareness*
Can the student...	...(*Achieving physiological equilibrium following birth*)
...relate the significance of activity and rest to the infant and young child?	Activity, both physical and psychological, and rest are basic needs which have a relation to each other.
...identify environmental influences on activity and rest of the infant and young child?	An individual develops an appropriate rhythm composed of cycles of activity and quietness which is influenced by maturational changes and the physical, intellectual, emotional and social environment.
...identify different degrees of rest?	Rest is necessary for well-being since it conserves energy needed for maintenance of the integrity of bodily structures and for growth.
...list changes which occur in the pattern of sleep behavior during infancy and young childhood?	As the child matures, a series of changes occur in the pattern of sleep behavior.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Development During Infancy and Early Childhood

...(*Achieving physiological equilibrium following birth*)

Discuss the meaning of the following statement: Throughout early childhood the tendency for physical and intellectual activity as well as for rest is persistent and urgent.

Participate in a class discussion on how the activity and rest rhythm of an infant is influenced by the physical, intellectual, emotional and social environment.

Identify different degrees of rest (from change of activity, to quiet play, to relaxation, to sleep). Why does need for rest differ among individuals? What emotional and social influences might interfere with relaxation and rest? Discuss.

Identify orderly trends in sleep behavior of infants and young children. Share your findings with class members.

Discuss ways in which environmental conditions may have a deterring influence on the child's sleep habit, especially during the second year.

Read to discover how the rhythms and depth of sleep change through infancy and young childhood. Discuss your findings with class members.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...give reasons for individual differences in amount of sleep required?	Some children need more sleep than others, some vary in amount from day to day and others are consistent.
...indicate ways in which spacing of sleep with individuals varies?	Spacing of sleep varies with individuals.
...list ways in which fatigue (lack of sleep) might be manifested in a child?	Appearance and behavior of children suggest whether or not they are getting adequate sleep.
...list positive ways a parent can facilitate the child's development of sleep behavior?	In development of sleeping behavior, the child can be given the opportunity to learn to manage this function basic to his well-being.
...give examples of environmental influences which often have a negative influence on sleep behavior?	
...relate the importance of adequate stimuli to physical development?	During wakefulness, the heightened activities in the adjustment of the whole machinery of the body including the nervous system, provide many stimuli.
...give examples in which the infant and young child experience stimuli?	The interactions (physical) of the infant and the young child with the environment may be in the form of physical or verbal involvement or in looking, observing or perceiving something in the external environment; activity may even be in the form of thought.
...relate physical development to intellectual development?	Intellectual development occurs progressively as the infant develops physically providing new sensory experiences.
...indicate ways a parent can provide for a variety of stimulating experiences for the infant and young child?	Because effects of new scenes, materials, people, and concepts of self can be viewed from many angles, the influence of setting upon the child's activity is important.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

List the ways fatigue can be manifested in a child when rest is insufficient (such as hyperactivity, emotional instability such as crossness, crying, overreacting to situations, loss of acquired skills and perhaps susceptibility to accidents). Discuss the list with other class members.

Discuss ways in which parents can facilitate the child's development of sleeping behavior basic to his well-being. (such as consistent but not rigid regularity, a definite routine for getting ready for bed, etc.)

Discuss how the emotional climate of the home might affect development of sleep behavior. What effect might the following have on the child's sleep behavior: going to bed after a happy day, conflicts just before bedtime, active and stimulating play just before bedtime?

Brainstorm about the various stimuli experienced by the infant awake in a crib. (following movement, following sight, babbling-making a variety of sounds, moving a finger over a surface, etc.)

Brainstorm the ways the infant and young child displays physical activity (such as kicking and moving legs, vocalizations, and as he gets older running, climbing, poking and prying, etc.)

Try to observe an infant and a young child for a period of time. Record ways the child experiences stimulation (interaction) such as watching a mobile over the crib, feeling a stuffed animal, looking at you, crawling across the room, watching the family pet, making babbling noises, picking up an object, etc.

As a class discuss learnings experienced by an infant as he/she develops physically. (For instance, touching a soft, smooth surface that he/she would like to feel again...or the laughing infant learns that his laughter pleases his parents...the young child who tries to stack the big block on the very tiny one and it falls over, etc.)

List ways in which the parent might provide a variety of experiences in exploring, manipulating, and learning for the infant and small child. Share your ideas with other class members.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...*(Learning to take food satisfactorily)*
...relate satisfaction of hunger to individual well-being?	Hunger and thirst are significant drives because their satisfaction depends on someone else's help rather than on automatic reflex activities.
...describe the importance of foundations in the development of behavior in eating during infancy?	Foundations for the development of behavior in eating are beginning to be established when the newborn infant has his hunger satisfied. When the newborn infant's hunger is satisfied, conditioning to the natural sequence of hunger, ingestion of food, satisfaction, physical well-being and contentment takes place.
...explain why the way a baby is fed is important?	The way a baby is fed is just as important as the food he eats.
...relate inborn reflexes to eating behavior in early infancy?	The infant operates largely on a reflex basis for about the first three months.
...describe rhythm of eating during the first few weeks of infancy?	From birth through the first few weeks or months, the physiological rhythm of eating (self-regulation) will be irregular, but later will usually become regular.
...list advantages of self-regulation feeding?	Because there are individual differences in food needs which are apparent even at the infants early days, it is considered wise to adjust the schedule to meet individual needs instead of feeding the baby at certain prescribed hours, which was the recommended practice for many years.
...describe the importance of weaning as a developmental step?	Weaning is one of the major adjustments babies must make as it not only involves a change in the way they get their food and the kind of food they will be offered, but it also makes a change in their relationships with their mothers.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...(*Learning to take food satisfactorily*)

Become familiar with the meaning of terms associated with infant feeding such as hunger, appetite, self-regulation feeding. Discuss. Describe patterns of eating during the early months.

Invite a pediatrician to discuss feeding during infancy and early childhood.

Discuss suggested techniques for feeding an infant. Discuss methods of introducing new foods, importance of atmosphere at mealtime, and affection that may be displayed as the infant is fed.

View a film on the self-demand schedule of baby feeding. Discuss with class members.

Discuss the advantages and disadvantages of breast feeding and bottle feeding.

Invite a pediatrics nurse or other qualified person to discuss difficulties some mothers encounter when nursing their babies and how these difficulties might be avoided.

Have a panel of mothers of babies discuss tips and troubles in such areas as self-demand feeding, introduction of new foods, etc.

Because the baby cries for various reasons, judgment of the adult is involved in determining when the cry indicates hunger. Use resources to develop guidelines helpful to the parent in this situation.

Weaning is a gradual process. Discuss the many experiences which are actually a part of the weaning process such as the addition of vitamins, addition of new foods and tastes, etc.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...explain reasons why time of weaning varies?	The time of weaning from breast or bottle to cup varies according to the rate of development of the child and the setting in which he lives.
...state factors which influence what one might expect of a child regarding his/her eating habits?	As the child begins to fit into the active life of the family, expectations of him in eating can rest upon his degree of maturity and the situation.
...describe factors involved in selection and preparation of foods which affect a child's eating habits?	Some children readily accept foods with new consistencies or textures, whereas others require slow education.
	The esthetic appeal of the food itself can have an effect on the appetite of the child just as it does on that of the adult.
	The child who has become accustomed to different types of food can learn to chew properly and use his teeth and gums.
...indicate ways a child shows independence in eating habits?	As with all growth steps, independence in eating comes gradually.
	In learning to feed himself the child often wants complete independence before he is fully capable of assuming it.
	The age at which the child can skillfully handle his own cup, spoon or fork varies widely.
...list ways the family influences the eating behavior and attitudes of young children?	Parents provide food, the environment in which that food is eaten and examples in behavior and attitudes.
...list negative influences the family may have on eating behavior?	By the quality of their guidance, parents may facilitate the child's development of more mature eating behavior, according to his ability.
	The food practices of the family will strongly affect the developing food attitudes of the young child.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Make a chart of infant foods and the suggested ages at which they are introduced into the diet. Discuss the reasoning behind these guidelines. Explain reasons for vitamin supplements.

Brainstorm for good ideas regarding the introduction of new foods to a child.

Give examples of negative experiences involving esthetics which might influence a child's feeling about certain foods.

Explain the meaning of the statement: Foods which offer resistance to the teeth are advantageous to the young child.

Discuss guidelines for parents of a child learning to feed himself.

Observe eating behavior of a particular child on several different days. What similarities and differences in the setting did you notice? in the behavior? Discuss your findings with other class members.

Discuss the following statements in terms of successful feeding of young children: "You must eat it because it's listed on your diet." "Mommy has lots of new foods for you today." "Hurry and eat, or we'll be off schedule." "Let me feed you, you're too messy."

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...list positive influences the family may have on eating behavior?	Since it can be stimulated by pleasant experiences or suppressed because of unpleasant associations with or memories of food, the parent can play a part in nurturing appetite by building up pleasant associations.
Can the student...	...(*Learning the know-how and where-when of elimination*)
...relate inborn reflexes to urination?	The process of urination is an involuntary reflex act for the newborn and the young infant.
...explain social influences on bowel and bladder control?	Although elimination is necessary for the removal of the end-products of digestion and metabolism, there is a socially dictated need for the child to learn to control his elimination so that it is done at a time and place deemed appropriate by the society in which one lives.
...explain factors influencing the amount of urinal excretion?	The amount of urine excreted varies considerably, since it is influenced by many factors, such as liquid ingested, the environmental temperature and the state of the digestion or the nervous system.
...list experiences leading to development of bowel and bladder control?	Prior to voluntary control of defecation and of urination, the infant has experiences which provide a background for this developmental achievement.
	The process of defecation and urination are complex but bowel control is usually achieved before bladder control, probably because the need to defecate usually occurs more regularly and less frequently than the need to urinate.
...explain factors influencing age at which a child achieves bladder and bowel control?	Because maturations readiness and learning experiences operate together to achieve control, children vary in the age of readiness, their responses and the length of the period of learning.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Assemble objects or illustrations of objects which may make infant feeding easier (high chair, child-size utensils, suction plate, non-spill cups, etc.)

...(*Learning the know-how and where-when of elimination*)

Invite a pediatrician or other qualified individual to discuss toilet training, covering the physiological changes involved as well as the psychological involvement.

Through interviews, reading resources, or other information getting techniques, discover the variety of ideas (opinions, etc.) that exist regarding toilet training.

Discuss experiences the infant has prior to voluntary control which provide a background for this achievement, such as sensation of fullness of bladder... pleasurable sensation of relief, etc.

Using references, find information regarding patterns developed in bowel movements.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...give reasons why age of bladder control may differ from that of bowel control?	The time when a child begins to learn bladder control is determined by his capacity to make appreciable response rather than upon chronologic age, implying both biological and emotional readiness. Progress in both bladder and bowel control may be steady or irregular.
...give examples of negative influences the family might have on "toilet training"?	The child's feeling toward the routine and the parent's attitude are contributing factors in determining the smoothness with which bowel control is achieved.
...give examples of positive influences the family might have on "toilet training"?	
...suggest guidelines for parents regarding "toilet training"?	The parent's role can be one of anticipatory guidance; i.e. watching for clues as to the child's readiness for each step.
...summarize conflicting beliefs regarding toilet training?	The possible impact of toilet training on personality development has received much attention.
Can the student...	...(*Learning to manage one's body effectively*)
...explain the importance of the central nervous system to motor development?	What the infant can do or feel depends on the development and efficient functioning of the central nervous system. The child's sensory abilities must function in order to perform even the simplest motor skill. Because much of the general activity of the newborn is in response to internal stimuli, his visceral needs direct his behavior.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Have a panel of mothers discuss their experiences in toilet training their children. Those with more than one child might discuss differences in their own children. From the discussion, from references, and from class learnings, develop some guidelines which might help parents in toilet training their children.

Using resources, discover conflicting beliefs on the possible impact of toilet training on personality. Discuss your findings with other class members.

...(*Learning to manage one's body effectively*)

Brainstorm listing the many reflexes exhibited by an infant soon after birth. Relate these to the central nervous system.

Use references to learn about the Graps (or Darwinian) reflex, the Moro reflex and the Babinski reflex. Of what significance is the knowledge of these reflexes? Discuss.

Give examples which indicate internal stimuli of the infant directing behavior (such as increased activity just before eating).

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COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...describe the developmental pattern of muscular coordination?	Muscular coordination of normal babies follows a predicable pattern from head to foot and from trunk to extremities. Development in the use of the thumb and fingers is evident during the baby's first months.
...explain the relationship between visual and neuromuscular control in motor development?	The development of the act of seizing or grasping in infants involves integration of visual and neuromuscular components.
...describe the significance of the pattern of hand-mouth coordination during infancy and young childhood?	Learning to put the hand into the mouth is often one of the earliest coordinations accomplished. Hand-mouth inhibition (learning not to put everything into one's mouth) may be regarded as a part of mature hand-mouth coordination. Skill in manipulation of objects develops rapidly from one to two years of age.
...summarize ideas concerning hand preference?	Theories concerning hand preference differ.
...describe the developmental pattern leading to locomotion?	The child's sitting, crawling, and standing exemplify maturational development. Walking is a step in bodily coordination developed over a considerable number of months.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

View a film on the physical development of babies. Discuss how understanding their development helps to give them better care.

Study charts which illustrate motor development during the first year. Analyze the sequence of development. Discuss.

Point out through examples proof of the following principles: 1) All infants develop in similar sequences, 2) An infant gains control of large movements before he gains control of small movements, 3) Development is continuous, 4) Mental, social, emotional, and physical development proceed at different rates, 5) All areas of development are interrelated, 6) Development progresses from head to foot, 7) Development progresses from near to far.

Present the pattern of development of hand-mouth coordination during infancy and young childhood.

Discuss the meaning of the following statement: There appears to be another form of hand-mouth coordination that may be relevant to the development; that is the use of the mouth as an exploratory organ.

Observe young children, recording each child's motor responses in terms of bodily controls and hand skills. Attempt to relate what is observed to explanations of sequence of motor development. Comment on environmental influences which might affect the child's motor behavior.

Discuss the meaning of the following sentence: Activity for its own sake produces satisfactions.

Research to find different theories concerning hand preferences. Suggest any guidelines for parents in dealing with hand preference.

Convert the following developmental tasks into the proper sequence: crawling, running, rolling over, walking, standing, sitting alone, pulling up, holding head up. Why should the tasks be accomplished in the proper sequence? What may be the result of not accomplishing a given task? of skipping a task?

Identify the more awkward steps a young child goes through as locomotion develops.

Identify the maturing that must be done by the skeletal and muscular systems and of the neuromuscular mechanism when learning to walk. Explain how all three are interrelated.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	Because of the controls and adjustments required in learning to walk, it is a very complex learning.
	Locomotion continues to develop toward increasingly complicated adjustments of the body in movement.
	As the walking skill becomes smoother and as grace develops, interest in other forms of locomotion is evident.
	The period from nine to eighteen months is one of rapidly increasing facility in locomotion.
...explain the importance of physical activities to the developing child?	To keep physically fit, children need many activities and opportunities for vigorous action.
...describe factors influencing motor development?	Maturation, learning, adult attention, and individual attributes are variables in motor development.
...in what ways might a family impose restrictions on opportunity for motor development?	Although these motor behaviors develop without any special practice or teaching by adults, extreme degrees of environmental restriction on opportunity for motor development can retard the onset of walking.
...list ways sensory motor development can be encouraged through wise selection of play equipment and materials?	Sensory-motor development can be facilitated through wise selection of play equipment and materials and guidance in play activities.
...give examples of play materials which encourage vigorous motion of the body?	In general, play materials and equipment can be classified as those which encourage vigorous motion of the whole body and those which require manipulating an object with the hand or hands while holding the rest of the body motionless.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Research to discover factors which might interfere with the normal development of the ability to walk (physical defects, ill health, excessive weight, etc.).

Discuss ways in which a parent or others can influence motor development (such as providing opportunity for practice, providing healthful foods, wise selection of clothing and shoes).

Write a description of four young children and their environment illustrating how the variables of maturation, learning, adult attention and individual attributes influence motor development.

Discuss how certain emotional factors may affect the child regarding motor development, such as, fear and timidity resulting from severe accidents... too great anxiety on the part of adults over casual bumps...an over anxious parent.

Discuss the meaning of the following statement as related to motor development: Too many parents who are caring for infants do not realize the real importance of their responsibility.

Invite a qualified resource person to discuss how motor tasks help children improve brain function.

Give examples showing adult guidance in use of play materials which promotes sensory-motor development.

Brainstorm ideas of play equipment and materials which promote sensory-motor development during infancy and young childhood. What cautions regarding too much equipment might be offered?

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...give examples of play materials which encourage manipulative skills of the hands?	
...describe the relationship between self-concept and motor skill development?	Children think more positively about themselves if they experience success in motor skills.
Can the student...	...*(Learning to adjust to other people)*
...assess the importance of the child's early social experiences?	The childs experiences with human beings during the first year of life lay the foundation for future attitudes toward them. A number of the newborn's primary needs require the action of another person for gratification.
...describe the significance of the relationship between the infant and his/her mother?	As a result of daily repetition of interactions, by 4 or 5 months the infant differentiates his caretaker (usually the mother) from others.
...explain what is meant by infant attachment?	Infant attachment refers to the infant's tendency during the first 24 months to approach particular people, to be maximally receptive to being cared for by these people and to be least afraid when with these people.
...explain what significance "stranger anxiety" suggests in terms of the child's development?	Stranger anxiety suggests that the child's familiar world is becoming a stable, known framework in contrast to which he is able to detect strangeness.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Suggest play materials which can be used a variety of ways depending on ability. Explain. (for instance, small set of blocks, etc.)

Consider different pieces of play equipment, those which encourage vigorous motions of the whole body and those which encourage use of the hands. Indicate the order in which you would include the equipment in the child's environment and state the reasons why.

Make a chart paralleling use of related equipment to motor development of the infant and young child.

...(*Learning to adjust to other people*)

Discuss the meaning of the following statement: In no other period during his life will the child be as helpless and dependent upon another human being.

Brainstorm as to the primary needs which require the action of another person for gratification (such as hunger, thirst, alleviation of pain or cold, stimulation associated with cuddling and holding) which appears to be innately rewarding.

Use references to find information regarding "stranger anxiety." Find answers to questions such as: At what age do infants seem to experience this stranger anxiety? In what way is this anxiety manifested? What differences in stranger anxiety are found in the child who is accustomed to being cared for by many caretakers as contrasted with the child who is accustomed to the care of mainly the mother? Discuss your findings with others in the class.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...in what ways can young children be given the opportunity of learning to react positively to strange persons?	Different families provide greater or lesser scope for knowing people outside the home, but almost all babies have some acquaintance with relatives, family friends, neighbors, baby-sitters and doctors and nurses.
...describe ways in which infants and young children learn the "do's and don'ts of his/her world?	It is from others in the child's world, usually parents at first, that the child learns sanctions and prohibitions concerning specific behavior.
Can the student...	...*(Learning to love and be loved)*
...relate the infant's relationship with his/her mother to the foundation for emotional relationships throughout life?	The child's first emotional relationship with another human being is usually that with the mother, forming the foundation for his emotional relationships with the other human beings he will come in contact with throughout his life.
...describe ways in which an infant learns about love?	The infant first learns about love through being touched, held, fondled and fed and through pleasant sensations coming largely from the mouth and skin.
...explain the importance of "contact comfort"?	Because "contact comfort" is an important way that makes love meaningful to the infant, physical cuddling is important.
...explain what is meant by "mothering"? ...relate "mothering" to father?	Because the foundations of a good relationship between father and child are laid in infancy it is important that fathers learn to do things with and for the child just as the mother learns.
...state ways in which the infant and young children respond affectionately to others?	Through reoccuring happenings involving body contact and pleasure, the infant learns to expect and to anticipate more of the same.
...explain the significance of trust to the child who is learning to love?	Gradually, the foundations of trust, of knowing what to expect and to believe it will happen, are laid down.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss the meaning of the following: The second year of life usually is the time when most parents begin to make major socialization demands upon the child. They begin to impose restrictions on activities that the child normally finds pleasurable; they demand that he inhibit certain kinds of behavior that he enjoys.

...*(Learning to love and be loved)*

Security is a basic psychological need of an infant. How can adults and others give security to an infant or young child?

Research to find evidence of cases of extreme neglect or rejection during the first year of life which have led to irreparable damage to the child's capacity for developing satisfying interpersonal relations in the future.

Discuss the meaning of the following statement: If a mother has to work, or prefers to work, even in the infants first months of life, she needs to find one responsible, loving mother substitute who is less interested in keeping Baby spotless and clean than in keeping Baby happy and comfortable.

Discuss the meaning of the following statement: A young child needs "mothering" not mother.

Discuss the meaning of the following statement: The most important thing you can do to help your baby develop a basic trust in himself and his world - the foundation of a strong and healthy self-concept - is to feed him when he is hungry.

List ways in which a family can show affection to small children. Discuss why it is important to have love and understanding.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...*(Developing systems of communication)*
...describe ways the infant first begins to communicate?	Conscious communication begins when the infant smiles upon invitation from a parent. All types of crying are messages the baby is sending.
...give examples of ways children communicate nonverbally?	A parent learns the child's systems of communication through distinguishing the quality of cries, reading gestures and postures and getting a general notion of what the baby is expressing.
...explain the importance during the preverbal period of parental perception to two way communication?	Two way communication begins early in those cases where parents are perceptive and can take time to pay attention and learn to be sensitive to the baby's unarticulated meanings.
...describe ways the infant shows verbal comprehension before he/she can speak?	Before the baby uses associations in speech, he/she shows that associations are comprehended by obeying simple command and prohibitions.
...describe patterns in the development of speech.	The development of speech is one of the baby's most important social functions. Babbling is an important prelude to speaking and should be encouraged.
...describe normal progress made in speech in the first two years of life?	During the first 2 $^1/_2$ years the baby learns to associate objects with their name, to speak many words, to obey simple commands and some prohibitions, to put words together to form short sentences, and to begin to express relationships through words.
...explain the importance of an environment which encourages verbal experience?	Infants as well as young children need an environment which encourages verbal experiences.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss the following: "Each child is an individual, and therefore, is unique in his need for love." Point out through discussion, ways to meet children's varying needs for love.

...(*Developing systems of communication*)

Discuss the importance of language in human behavior. (Include the importance of language for almost all of the higher mental processes such as planning, thinking, reasoning, memory, and judgment.)

Read to learn about the sequence in which the development of speech progresses.

Discuss the meaning of the following: The ability to speak words and sentences may not be governed by the same processes that control understanding of words and sentences, for some children develop adequate comprehension of language, and yet are unable to speak. Moreover, the normal child's level of understanding typically surpasses the maturity of his speech - he understands more than he can express.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BAHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...describe environmental characteristics of the home that would encourage verbal development?	Parents and other family members can help children enjoy communicating by providing experiences that encourage speech development in a natural way.
...in what ways might families discourage verbal development?	
Can the student...	...*(Learning to express and control feelings)*
...describe emotional responses of the infant?	The newborn begins life with very few specific emotional or motivational responses to other people.
	In development of the smiling response, the infant differentiates between people and things.
...describe ways the infant uses emotion to secure wants?	Although the baby's first cries are an involuntary act, the infant soon learns to use cries to secure wants.
	Early emotions tend to be non-specific, more generalized expressions of feelings while variations in expression as well as control gradually come later.
...relate emotional development (affection, fear and anger) to a child's need for a sense of trust and a sense of autonomy?	Fear in response to loud noises or strange objects, situations or persons normally decreases with age but do arouse fear in the infant and young child in whom a sense of trust of his world is not yet well-established.
	In the young child, anger outbursts related to establishment of routine, physical habits and to conflict with authority seem connected to the child's need for a sense of autonomy.
	Affection is shown by the infant in the close attachment to the mother which gradually expands to include the father and others.
...relate the young child's emotional development to his environment?	The way a baby develops emotionally depends on his environment and the people around him.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss ways in which adults can help baby along with the task of becoming a communicating adult.

Discuss reasons for avoiding the use of baby talk when communicating with children.

Discuss ways in which family might hinder a child's speech development, such as being overcorrective; anxious and demanding; ridiculing and pressuring the child.

...(*Learning to express and control feelings*)

View a film which will help you understand more about the emotional development of the infant.

Brainstorm the ways the baby can express his feelings or wishes verbally or behaviorally.

Describe ways of supplying affection, a sense of belonging, and companionship to an infant or young child during the daily routine (such as holding the bottle for feeding, smiling and talking to baby while changing diapers, and praising an accomplishment).

List and discuss characteristics that comprise a healthy emotional environment in a home.

Discuss how the young child imitates the emotional expression of his parents or family.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...propose ways the family can help the young child learn to express his emotions constructively?	
Can the student...	...*(Laying foundations for self-awareness)*
...describe the infant's first experiences of self-awareness?	At first the infant perceives the world as indistinguishable from himself. The experiences of the infant create meanings which gradually permit him to see himself as a separate entity and to recognize objects outside himself as being separate from him. During this time a foundation is being laid for the child's feelings of confidence in his ability to deal effectively with the environment.
...describe ways the young child exhibits independence?	One trend in the young child's status and progress in behavior is from a dependent to a more independent relationship; another is from self-centeredness toward increased awareness of others.
...describe ways the young child demonstrates an increased awareness of others?	
...list ways the home environment influences the degree of self-awareness of the young child?	

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Work in small groups to get a variety of solutions and views on how a parent or parent substitute can help an infant express his emotions appropriately.

...*(Laying foundations for self-awareness)*

Discuss the meaning of the following: On the basis of newly developed conceptual and motor skills, the young child learns that he/she is not completely helpless and passive to the external environment.

Give examples to illustrate the meaning of the following: Granting autonomy to the child is important in the development of a confident self-image.

Brainstorm ways family may promote children's self-esteem (such as providing love, praising accomplishments, giving support in sad times, encouraging abilities, and giving constructive criticism).

Contrast the effect upon the child of the mother who is overly protective and unduly restrictive to the mother who is more permissive and easygoing. What effect will encouragement and rewards have on the child. Discuss the value of exploration and self-expression.

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COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	Development During the Preschool Years
...identify the types of development necessary during the preschool years which enable the child to progress toward self-fulfillment and success with later tasks (i.e., identify developmental tasks)?	Developmental tasks of the preschool years can be summarized as follows: *--Settling into healthy daily routines of rest and activity* *--Mastering good eating habits* *--Mastering the basics of toilet training* *--Developing the physical skills appropriate to his stage of motor development* *--Becoming a participating member of his family* *--Beginning to master his impulses and to conform to others' expectations* *--Developing healthy emotional expressions for a wide variety of experiences* *--Learning to communicate effectively with an increasing number of others* *--Developing the ability to handle potentially dangerous situations* *--Learning to be an autonomous person with initiative and a conscience of his own* *--Laying foundations for understanding the meanings of life*
Can the student...	...(*Settling into healthy daily routines of rest and activity*)
...relate development during the preschool years to the foundation for physical growth?	The preschool years are important years for laying the foundation for physical growth; how well children fulfill normal growth patterns will depend not only upon maturation but also upon the kind of diet and physical care they receive.
...explain reasons for problems children have accepting bed and sleep during the preschool years?	During this time of life when motor activities are thrilling and the sense of autonomy is at a crucial stage of growth, a child may find it very hard to accept bed and sleep.
...list ways the child's behavior may indicate inadequate amounts of rest?	The behavior of the child gives some criteria as to whether or not the child is getting enough sleep.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Development During the Preschool Years

...(*Settling into healthy daily routines of rest and activity*)

Invite a qualified individual to speak on the importance of adequate diet during the preschool years. Discuss long-term effects of inadequate diets, including overeating.

Suggest guidelines for parents that will make rest time and bedtime less difficult. (such as minimizing excitement prior to bedtime, a set routine before bedtime, etc.)

Can a child be taught to relax? Suggest guidelines in helping the child learn to relax.

Brainstorm characteristics of a child which may indicate that the child's sleeping patterns suit him ... and characteristics of a child which may indicate that the child is not getting enough rest.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Invite a qualified individual to speak on the importance of motor skills as the foundation for later intellectual skills.

...(*Developing the physical skills appropriate to his stage of motor development*)

Suggest guidelines to parents in providing opportunity for the child to develop control and skill with his large and small muscles.

Brainstorm listing the many types of vigorous outdoor play that children can be involved in.

Discuss the influence of inadequate opportunity for vigorous outdoor play during the preschool years.

Discuss advantages to the child in attending a day-care center or preschool. What might be some disadvantages?

Discuss the meaning of the following: During these years, completion of a project is not as important as the satisfaction of creativity.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...(Mastering good eating habits)
...explain the importance of good nutrition to the child's development?	Every child's development depends greatly upon the foods eaten.
...identify the preschool child's nutritional needs?	
...identify steps preschool children go through in learning to feed themselves?	Children need help as they take each step in learning to feed themselves.
...identify factors influencing changing eating patterns of preschool children?	As a child progresses through stages of development, it is not unusual for his or her eating patterns and habits to change.
...list guidelines in helping preschool children to develop good eating habits?	Most appetite variations and changes in young children can be handled with ease if adults, first do not make an issue over the child's appetite, and second, provide meals that are appealing and nutritionally balanced.
Can the student...	...(Mastering the basics of toilet training)
...relate individual differences to toilet training?	There are marked individual differences in the ages at which children can develop control over their organs of elimination.
...give reasons why age of bladder control may differ from that of bowel control?	The time when a child begins to learn bladder control is determined by his capacity to make appreciable responses rather than upon chronologic age, implying both biological and emotional readiness.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...(*Mastering good eating habits*)

Review the four basic food groups and the number of daily servings the preschooler needs daily from each group. What particular nutritional concerns are there at the preschool age?

Knowing that the child's capacity is limited, since the stomach is not physically mature, yet his needs for growth-promoting and protective foods are great, suggest guidelines for parents regarding selection of foods.

Research to find if there is any relationship between overweight children and overweight adults? Share your findings with the class.

Suggest guidelines for parents in helping children in the various steps of learning to feed themselves.

Discuss factors which influence changing eating patterns, appetites and habits in preschool children. (changes occur as body growth varies ... an overtired or excited child)

Think about some of the foods that you did not like as a child. How do you explain your change in attitude? Discuss with other class members.

Research to discover or suggest from experience characteristics regarding foods or meals which positively influence the preschooler ... which negatively influence the preschooler.

Debate: A child should be made to always clean up his plate.

Discuss the advantages of children eating their meals with the family. Are there any disadvantages? Discuss.

Consult reference and make a list of guidelines to help in dealing with preschool children at mealtime.

...(*Mastering the basics of toilet training*)

Consider what a complex learning task toilet training is for a two year old by listing all the new learnings involved.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	Progress in both bladder and bowel control may be steady or irregular.
...give examples of negative influences the family might have on "toilet training"?	The child's feeling toward the routine and the parent's attitude are contributing factors in determining the smoothness with which bowel and bladder control is achieved.
...give examples of positive influences the family might have on "toilet training"?	
...suggest guidelines for parents regarding "toilet training"?	The parent's role can be one of anticipatory guidance; i.e. watching for clues as to the child's readiness for each step.
...summarize conflicting beliefs regarding toilet training?	The possible impact of toilet training on personality development has received much attention.
...list ways a child needs to be adaptable in relation to toilet training?	Mastering toilet training indicates becoming flexible in his/her use of the variety of places and personnel available to him.
	By the fourth year, children are usually quite comfortable about toileting routines and can manipulate simple clothing with ease and confidence.
Can the student...	...(*Becoming a participating member of his family*)
...identify steps in socialization through the preschool years?	Socialization training becomes more intensive as the child matures, understands more about the world, and is able to think and to solve problems more adequately.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Have a panel of mothers discuss their experiences in toilet training their children. Those with more than one child might discuss differences in their own children. From the discussion, from references, and from class learnings, develop some guidelines which might help parents in toilet training their children.

Discuss the possible reasoning behind the following suggestions to parents regarding toilet training. It is a good idea to let your child use the grown-up toilet some times as well as other toilet facilities ... Wait until he leaves the room before you dispose of the BM by flushing.

Discuss the meaning of the following: It so often happens that when a child is "trained" at an early age, it is the mother who becomes trained.

Using resources, discover conflicting beliefs on the possible impact of toilet training on personality. Discuss your findings with other class members.

...(*Becoming a participating member of his family*)

Socialization is the process by which the individual acquires those behavior patterns, beliefs, standards, and motives that are valued by, and appropriate in, that individuals own cultural group and family. Brainstorm the many ways preschoolers become more socialized.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...explain how controls are related to socialization?	Socialization implies not only social responsiveness but also social and ultimately personal impulse control.
...relate "home atmosphere" to social and emotional development?	The home atmosphere where the parents have a mutual love, trust, and respect for each other as husband and wife creates the best surrounding for the social and emotional development of the child. The child finds a sense of security through the love of his parents.
...give examples showing how preschoolers express their love?	Love involves delight in being with, the desire to be with and the desire for contact and response from another person; the preschooler adds an additional dimension; the desire to give to the other person, often expressed in attempts to promote his own happiness and well-being.
Can the student...	...(*Beginning to master his impulses and to conform to others' expectations*)
...identify "social controls" the preschooler is expected to develop?	At the preschool stage, the child is learning to develop a control system for his impulses. (i.e. developing the ability to effectively inhibit himself from antisocial behavior.) It is helpful to know in general what one can reasonably expect of a child during the preschool years regarding impulse control.
...distinguish between feelings and actions as related to the preschooler?	In dealing with a child at this stage of development, it is important to have an understanding of the distinction between feelings and actions: actions are the outward behavior of the child ... feelings the internal emotions of a child.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Give examples showing a child's maturing from simple social response to the impulse control stage of socialization. Share your examples with others in the class.

Research to learn about positive and negative patterns of reinforcement. Discuss with other class members.

Find references contrasting "thing-oriented techniques of guidance" with "love-oriented techniques of guidance." Discuss.

Cite examples of ways preschool children express their love.

...(*Beginning to master his impulses and to conform to others' expectations*)

Discuss the meaning of the following: Parents are usually understanding and patient as the child's ability to handle language grows. They need to be equally patient as the child's ability to control his impulses grows and develops.

Discuss the meaning of the following: If I could wave a magic wand and give all of the children in America one single gift that would improve their mental health overnight, it would be this; to banish from their minds the ideas of "right" or "wrong," and "good" or "bad" as applied to feelings. They could reserve such concepts as "right" or "wrong," "good" or "bad" solely for actions.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	A child can learn to control his actions; he cannot learn to control his feelings.
...explain what is meant by internalizing limits and controls?	A child learns attitudes toward social rules by internalizing the limits and controls he is taught.
...explain the role of conscience in impulse control?	The main function of a conscience is to prevent antisocial behavior.
...identify guidelines in helping the preschooler master his impulses?	Parental sanity and child growth are fostered by limits to the children which are reasonable and consistent and which can be justified to the parent and to the child. Gradually increasing demands on the child for control of antisocial impulses leads toward successful control.
Can the student...	...(*Developing healthy emotional expressions for a wide variety of experiences*)
...identify potential sources of anxiety for the preschooler?	During the preschool years the child is exposed to many situations and experiences that are potential sources of anxiety.
...relate the importance of play to emotional development?	An important element derived from play is the release which it offers to little children for their feelings as they try to adjust to the demands of the world in which they must live.
...relate freedom to express feelings to healthy psychological development?	Allowing children to express their feelings freely, promotes healthy psychological development.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Describe individuals you have known who have too little conscience. Describe individuals who have too much conscience.

Suggest guidelines for parents guidelines in helping a child establish a control system for his impulses.

...(*Developing healthy emotional expressions for a wide variety of experiences*)

Discuss situations that are potential sources of anxiety for the preschooler. (include situations involving possible loss of parental love because of new baby, anticipation of punishment, and unpredictability of events)

Discuss reasons why parents usually resist allowing a child to express negative feelings. What might be the effect of repressed feelings? Discuss the importance of empathy to the child trying to express his feelings? Discuss the "feedback technique."

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COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...give examples showing how an aggressive act might have differing motives?	An aggressive act (hitting, kicking, destroying property, etc.) may have different motives or functions; it may not be motivated by hostility.
...identify guidelines in dealing with anger of a preschooler?	
...explain how fears change, during preschool years?	Fears of actual objects or unusual stimuli such as unexpected movements, strange objects, settings, or people decline with age during the preschool years; however, fears of anticipated, imaginary, or supernatural dangers increase.
...identify factors influencing individual differences regarding childhood fears?	Childhood fears are highly unpredictable and at all age levels there are marked individual differences in susceptibility to fear.
...give examples of overly intense fears?	Every child develops a variety of fears or sources of anxiety; however, if the child is to attain adequate emotional adjustment, overly intense fear responses must be replaced by mature, purposeful reactions to stimuli that previously elicited fear.
...identify ways fears develop?	
	There is a marked tendency for a child to adapt his parents' fears.
...suggest guidelines for dealing with fears?	Children cannot be expected to "outgrow" all their fears automatically; they must learn new responses to fear-eliciting stimuli.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Think of examples of situations in which a preschooler commits an aggressive act which is not motivated by hostility (the motive or desire to hurt someone). Share your ideas with others in the class. (For instance, a child may hit a younger brother or sister in order to gain parents' attention.)

Read to discover guidelines which will encourage self-control as related to anger.

With other members of the class, discuss examples of situations in which fears attached to certain kinds of stimuli motivate effective avoidance responses (for example, highways, wild animals, dangerous tools, moving automobiles). Discuss how fears may serve as a basis for learning new and adaptive responses (for example, fear of speeding cars can motivate the child to learn the rules of crossing streets).

Brainstorm examples of fears of anticipated, imaginary or supernatural dangers which tend to increase during the preschool years (such as the possibility of accidents, darkness, dreams, ghosts, etc.). What influences these fears? Discuss.

Discuss why fears which a child shares with a parent are particularly resistant to treatment and extinction.

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THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	The most effective techniques for reducing fears involve the combination of explanation and gradual encouragement of the child's confrontation with the feared situation.
...give examples of jealousy exhibited by preschoolers?	Jealousy and rivalry are inevitable; however, there are ways to minimize these feelings.
...identify causes of jealousy?	How jealousy, an emotion all children feel, is handled during childhood will determine how he will cope with it as an adult.
Can the student...	...(*Learning to communicate effectively with an increasing number of others*)
...describe what is expected of a normal preschooler toward language development?	Preschoolers learn to use words to express ideas and feelings which is an important step in socialization. As a general rule, the more words a child has heard, the larger his speaking vocabulary will be.
...Describe factors influencing language development?	Language develops rapidly during the preschool years; the grammatical structure and the dialect will be that of their parents and the cultural group in which they are growing up.
...relate language development to intellectual development?	Language development is not only learning to speak and use words in an understandable fashion but is also a basic part of the developing mental abilities of children.
...relate language development to social skills?	Language development in preschoolers is closely related to the development of social skills enabling the child to participate with other people comfortably.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Read to discover guidelines which will help minimize jealousy and rivalry of siblings.

...(*Learning to communicate effectively with an increasing number of others*)

Discuss the meaning of the following: Fantasy and fairy tales, except of a simple variety, do not belong in the library of most preschoolers. The children are learning to know the real world about them. They have not mastered it and are not ready to cope with stories of the supernatural, the fairy world, or the world of magic. That will come somewhat later.

Relate language development to progress in problem solving, thinking and reasoning.

Research to discover guidelines for parents in encouraging language development.

Discuss how the child's language development will help him/her acquire social skills needed to get over feelings of shyness, self-consciousness, and awkwardness.

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...explain the importance to the preschooler of learning to listen?	Little children profit from learning to listen if they are to interpret what they hear, an important aspect of establishing genuine communication.
...relate curiosity to language development?	Curiosity is an outstanding trait of preschoolers. Before children can develop concepts or ideas, they must have had many opportunities to get to know the things around them by actual touching, seeing and hearing.
Can the student...	...(*Developing the ability to handle potentially dangerous situations*)
...identify possible dangers or hazards to the preschooler?	The preschooler needs help in developing the ability to handle potentially dangerous situations.
...list guidelines to help the preschooler learn to handle potentially dangerous situations?	
Can the student...	...(*Learning to be an autonomous person with initiative and a conscience of his own*)
...define personality?	During the preschool years the child's progress in motor abilities, language and cognitive function is paralleled by vast changes in personality (the individual aspects of behavior that are somewhat stable, distinctive and set the child apart from all other people).

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Explain the meaning of the following: If children find that it is all right to explore, that their questions will be answered, they develop an inquisitive, adventurous approach to life that will be invaluable to them.

Discuss the meaning of the following: The questioning mind may be a nuisance at the moment, but it is a valuable asset later on. Parents should encourage this wonderful and useful curiosity.

As a class, develop guidelines for parents in answering children's questions (such as simply, clearly, and without elaboration, etc.)

...(*Developing the ability to handle potentially dangerous situations*)

Brainstorm as a class listing types of dangerous situations which the preschooler might encounter. For each situation, discuss the role of the parent or guardian in helping the preschooler learn to handle or avoid that situation.

...(*Learning to be an autonomous person with initiative and a conscience of his own*)

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...list influences on the preschoolers self-concept?	The child's view of himself is created by how he is treated, by the kind of responses he receives from others and by how his emotions, actions, statements and observations are translated to him.
...explain the importance of sex identify?	An individual's conscious and unconscious perception and evaluation of his masculinity or femininity is important for self-concept development.
...give examples showing how a preschooler identifies with others?	Each child identifies, to some degree, with parents, and as his social contacts become wider, with adults and peers outside the family. A child may come to feel similar to a model through perception of actual similarities in appearance and psychological characteristics; through adaption of the model's attributes, behavior, and gestures; and through communications from others who tell the child he is similar to the model.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Refer to resources to find information on the young child's struggle for positive self-identity and the influence of this struggle on relationships and development.

Observe a young child in several situations. Recall incidents and the child's responses to them. Evaluate the incidents in terms of helping a child learn to like himself.

Discuss the following statements: Mature, competent and independent preschool children have parents who are highly consistent, warm, loving, and secure. These parents respect their child's independence, but hold firm to their own positions, giving clear and explicit reasons for their decisions ... Authoritative parental control - a combination of high control and positive encouragement of the child's autonomous and independent strivings - is conducive to the child's development of maturity, competence, contentment, and independence, as well as of self-control, exploration, and an outgoing, social orientation.

Discuss the following in terms of guidelines for parents in influencing a healthy self-concept: Young children see everything as either black or white ... To be human is to have all kinds of feelings ... The child must learn to like, accept, trust, and respect himself ... Messages of communication should preserve the child's self-respect as well as the parent's ... Statements of understanding should precede statements of advice or instruction.

Discuss what a parent can do to help a preschooler affirm gender identity as a boy or girl.

Brainstorm events which illustrate the complex concept of identification such as the young boy who feels proud as he watches his father defeat a rival in tennis, a young girl who feels grown-up when she puts on her mother's apron, etc.) In what ways might identification with a parent be an important source of security for a young child? (For example, the child may feel more adequate and self-controlled.) What might be the result of a child identifying with an inadequate model? (For example, the child might feel less secure and more anxious because, in his perception, he believes he possesses the model's undesirable attributes.)

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...explain what is meant by conscience development through illustration?	Also, as a consequence of identification, conscience development occurs (the process by which the child acquires standards and beliefs about moral behavior).
...in what ways can parents help a preschooler become more independent?	If parents are aware of the growing independence of their preschool child, and gradually help the youngster take some responsibility for his actions through kindly, affectionate and consistent guidance, the child will be able to develop enough self-confidence to feel that it is safe to grow up.
Can the student...	...(*Laying foundations for understanding the meanings of life*)
	Identification refers to the process that leads the child to think, feel, behave as though the characteristics of another person (usually a parent in the case of a young child) belong to him/her.
...give examples illustrating the influence of sex-typing on preschoolers?	As a consequence of identification, sex-typing (the adoption of behavior, values, attributes, and interests generally considered appropriate to the masculine or feminine role in the child's culture) begins to develop rapidly during the preschool period.
	Masculine and feminine behaviors are culturally prescribed; youngsters are socialized into the work, activities, and personality characteristics defined as differentially appropriate for males and females in their own culture.
...give examples of ways traditional sex-role expectations are changing?	As an increasing number of mothers go out to work and their lives begin to resemble those of the father, patterns of sex-role expectations and identification for children also may become less rigid.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss examples of evidence of conscience development that begin to show during the preschool years; that is, of having a set of standards of acceptable behavior, acting in accordance with these standards and feeling guilty if they are violated.

...(*Laying foundations for understanding the meanings of life*)

React to the following in class discussion: We need to avoid gender stereotypes such as "being masculine means being tough and unfeeling," "boys don't cry," "girls don't need to think," etc. We want our boys to grow up to be men who are capable of showing such "feminine" traits as warmth and sensitivity to the feelings of others. And we want our little girls to grow up to be women who are less conforming, who are more original and daring, who can think as logically as any man.

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...suggest ways difficult questions on "the meaning of life" might be answered?	Some of the questions preschoolers ask are difficult for parents to answer as the answers involve not only facts but personal feelings. Ideally the subject of sex should be treated as neutrally and matter-of-factly as any other subject.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Have a panel made up of perhaps a pediatrician, parents, educators, etc. to discuss answering preschool children's questions about sex, religion, etc.

Give examples of experiences which give the preschooler the idea that sex is something taboo and dirty, yet fascinating.

List guidelines parents could follow in dealing with preschoolers regarding their questions about sex (such as trying to answer their questions as openly and directly and honestly as possible, provide the child with a positive sex education at this stage of development perhaps through an excellent book, etc.)

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	Development During Middle Childhood
...identify the type of development necessary during middle childhood which enables the child to progress toward self-fulfillment and success with later tasks (i.e., identify developmental tasks)?	Developmental tasks during the school-age years can be summarized as follows: --*Learning the basic skills required of school children* --*Mastering the physical skills appropriate to his development* --*Developing meaningful understandings of the use of money* --*Becoming an active, cooperative member of his family* --*Extending his abilities to relate effectively to others, both peers and adults* --*Continuing the learnings involved in handling his feelings and impulses* --*Coming to terms with his or her own sex role, both now and as it will become* --*Continuing to find himself as a worthy person* --*Relating himself to loyalties beyond the moment and outside himself*
Can the student...	...(*Learning the basic skills required of school children*)
...relate the importance of language development during middle childhood?	Children in early elementary years are beginning to use language fluently and correctly and talk freely, carrying on conversations and expressing ideas. Language is important for adapting to and controlling one's environment. There is emotional value in being able to express oneself clearly and effectively; conversely there is frustration if one is deficient in this ability.
...give examples of ways families influence language development?	Parents can help by listening to youngsters when they try to tell about incidents or personalities or objects, by encouraging conversation in the family, and by avoiding overemphasis on correct speech.
...give examples of ways families influence attitudes toward learning?	How their efforts are acknowledged, their questions answered, and their curiosity stimulated will determine their subsequent attitudes toward learning.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Development During Middle Childhood

Participate in a class discussion of middle childhood by recalling your own experiences and experiences of others during those years ... experiences, both good and bad, involving physical, social, emotional and intellectual development.

View a film illustrating the characteristics of middle childhood development and compare characteristics of children of this age.

Invite parents of six to twelve year olds to discuss how parents influence a child's behavior and the importance of treating each child as an individual.

Invite a resource person to discuss sources of anxiety and conflict for the six to twelve year old.

... (*Learning the basic skills required of school children*)

If possible, tape record conversations of different children in middle childhood. As a class, listen to the tapes and analyze the differences in language use. Discuss why these differences might exist.

Brainstorm listing ways families influence language development? What guidelines or suggestions would you have for parents? Discuss.

Have a qualified individual speak on the families influence on the child's attitude toward learning.

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...describe basic competencies related to intellect that children will be expected to achieve in early school years?	Beginning with the early school years, there is a stress on intellectual competence that most children have not previously experienced. Early school years is a good time for stress on basic skills in mastering the fundamentals of reading, writing, calculating, and the scientific rational approach to solving problems because the children are anxious to do well and to learn how things are done.
...describe thought processes usually developed during middle childhood?	To be effective in helping children learn and to be able to explain ideas and events to them, an understanding of the learning and thought processes of children is helpful. Children develop concepts essential for everyday living through ordering and classifying objects and ideas.
...give examples of ways the family might influence the development of these thought processes?	School age children become more able to pay more sustained attention to similarities and dissimilarities of objects, and to generalize and organize their concepts into categories based on these similarities and differences. Between seven and twelve, there is a tremendous growth in the ability of children to begin to use logical thought in the solving of problems and understanding cause-and-effect relationships. Throughout these years, children are absorbing and accumulating facts and are becoming able to put these facts together to form ideas and to raise logical questions about that which they observe or are taught. In later elementary school years, children are beginning to develop an interest and capacity for abstract thinking and continue to develop in ability to reason and do reflective thinking.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss the meaning of the following statement: The twelve-year-old is willing to believe that learning is valuable and that certain skills which seem irrelevant now are probably necessary for his role as an adult, but he needs adults around him who believe in the importance of what they are offering him and can impart this belief to him. (Adults might refer to teachers and/or parents)

Invite an elementary teacher or other qualified individual to discuss the importance of basic skills related to intellect that children will be expected to achieve in early school years.

Use references to help you understand the thought processes usually developed during middle childhood. Discuss.

Divide into groups and make a list of ways that the family might influence the development of thought processes during middle childhood. (For instance, one group could deal with developing concepts, another with the development of logical thought in problem solving and yet another with the development of understanding cause-and-effect relationships.)

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...relate maturational readiness to effectiveness of learning?	The effectiveness of learning in the elementary school years is dependent in part upon readiness which occurs, to some degree, in all children of normal intelligence.
...describe ways a child's school experience is influenced?	A child's school experience is influenced by various factors: types of classroom (open or traditional), teachers and attitudes, socio-economic status, sex, and cultural membership.
...list ways the family influences the child's educational achievement?	Educational achievement depends not only on the competence of the school staff, but also on the families from which the pupils come.
...describe the importance of support and encouragement for the child having difficulty in doing school work?	Children who are having difficulty in doing school work will need support and encouragement if they are not to grow discouraged.
...relate the importance of reading skill to educational achievement?	Because reading skill is necessary for successful accomplishment in almost all areas of the curriculum, difficulty in reading poses a real problem.
...describe ways the family might influence the development of reading skill?	The choice of reading materials for children of this age must be wide indeed if some children are not to be bored and others discouraged by the level of reading to which they are held.
	During this period of development, children's interest moves from the fantasy and imagination of earlier years to real life people and situations not only in their immediate environment but to their communities, their country and even other countries.
...relate the learning of basic skills to personality development?	Those who have experienced difficulties in learning the basic skills during the primary years, may find an increasing gap between themselves and other boys and girls of their age. Their eagerness to try to learn may be destroyed and their self-confidence severely damaged.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Invite a speaker or use resource materials to better understand the relationship between maturational readiness and effectiveness of learning. Discuss some practical guidelines for parents derived from this (such as avoiding teaching a child a skill which requires fine hand coordination until the child has reached that stage of development ... use specific examples).

Participate in a class discussion on the importance of a successful school experience in middle childhood. Together list the different influences on the child's school experience and educational achievement. Of what significance might this have in terms of parental guidance. (i.e., if the parent understands these different influences, how might this affect how he guides his child in relation to his school experience)

Have a successful school counselor discuss the importance of support and encouragement for the child having difficulty with school work. As a class, discuss guidelines for parents in this situation.

Discuss the following: If the limitations of a child's intellectual endowment are recognized, a great deal can be done to help that child live as a social member of a group and experience the satisfactions important to every youngster.

Report to the class on the importance of reading skill to educational achievement.

Invite a resource person to speak on how a child's difficulty in learning to read can influence his life in many ways with suggestions for parents in handling this situation.

Invite a librarian or other qualified person to discuss middle childhood in relation to reading interest and abilities, giving suggestions for parental guidance in this area.

Read case studies or discuss actual situations illustrating the effect on the child of difficulties in learning the basic skills in middle childhood. Give examples of and discuss how these difficulties can affect self-concept of a child.

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...(*Mastering the physical skills appropriate to his development*)
...describe the growth rate during middle childhood?	During these middle years of childhood, children grow regularly but quite slowly, compared to the rate at which they grew during infancy and preschool years, and to the way they will during the adolescent growth spurt. Wide individual and cross-cultural differences exist in height and weight.
...relate improved motor development and coordination to specific physical activities of middle childhood?	Because of improved motor development and coordination, boys and girls can engage in a wider variety of physical activities than preschoolers.
...give examples relating attaining physical skill and peer approval?	Children want to develop skills that others appreciate and admire.
...describe ways families can encourage physical development activities?	By recognizing this developmental need for activity, and cooperating with it, parents can encourage activities that will strengthen the large muscles and develop body control as well as give the children constructive channels for expression.
...relate physical skills and individual differences?	Individual differences in physical skills become increasingly obvious for some children will always have better coordination than others.
...describe the significance of competitive games to development during middle childhood?	Middle childhood is characterized by the physical thrust into the world of games and work requiring neuromuscular skills. Although children grow to enjoy competitive games, they often need help in learning sportsmanship and should be encouraged to play their games for the fun of playing and to keep their competition within reasonable limits. During these years, most children who do not learn how to play, with a fair degree of skill, the accepted games of the culture usually do not learn at a later date.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...(*Mastering the physical skills appropriate to his development*)

Using references, read about the rate of growth during middle childhood. Discuss with others in class.

As a class list physical activities that those in middle childhood are capable of doing that they could not do as preschoolers. Relate this activity to their motor development and coordination.

Discuss examples which illustrate the importance of physical skills to children as far as peer approval is concerned.

Children need to develop skill that other children appreciate and admire. Discuss ways in which parents can encourage and help children learn new skills.

Discuss what is meant by the following statement: Physical skills or games help open the world of middle childhood.

Try to observe this age group involved in physical play. Note the differences in ability among approximately the same age group. Discuss why these differences might exist.

Invite a successful school counselor or other qualified individual to discuss the importance of competitive games during middle childhood. Discuss both the advantages and disadvantages of competitive participation. What guidelines might you suggest to parents in relation to their child's participation?

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...describe significance of good positive development during middle childhood?	Middle childhood is a good time to interest children in learning to sit and stand correctly - not by nagging and scolding but by building their interest in the development of their bodies and teaching them why good posture is desirable.
...give examples showing the relationship of small muscle development and effective coordination during middle childhood?	Small muscles continue to develop so that children are able to use them more effectively and with better coordination.
...give examples of physical abilities developed during middle childhood which can contribute to personal and family living?	During the middle years of childhood, children develop abilities needed in personal and family living. In the middle years of childhood, children become more independent and enjoy doing things for themselves if they previously have not been pushed too hard or had too many discouraging demands made upon them.
...list ways families can influence the middle child's contribution to personal and family living through physical skills developed?	Allowing children to assume responsibilities as they become physically able will not rob them of satisfaction in successful accomplishment, satisfaction all children need for building self-reliance and giving them courage to face difficult situations.
Can the student...	...(*Developing meaningful understandings of the use of money*)
...describe the significance of developing meaningful understandings of the use of money during middle childhood?	During these middle childhood years, children move from understanding the purpose of money and the simpler aspects of its use to a greater understanding of the nature of money in every day life in the family and in the larger community. The child needs help in finding socially acceptable ways of getting money for what he wants to buy. When a weekly allowance is possible, the child begins to learn about spending and saving. A child's spending is influenced by various social pressures.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Have a round table discussion with everyone bringing suggestions as to how families can help their child develop a positive feeling about his physically developing body. Discuss.

Brainstorm as to the games and other skills displayed in middle childhood which show that children are better able to use their small muscles more effectively and with better coordination. How might parent's help promote this development? Discuss.

As a class, make a list of abilities needed in personal and family living (for instance - care of clothing, making bed, cooking and serving food, cleaning up after activities, maintaining and repairing simple household equipment, etc.)

Along with other class members, report on actual situations or those read about which illustrate how families can help the physically developing child to contribute to personal and family living. Discuss.

...(*Developing meaningful understandings of the use of money*)

Discuss ways the family might help the child get a basic orientation into the nature of money in everyday life in the family and in the larger community.

Brainstorm listing socially acceptable ways of getting money for the child in this age group.

Debate: A child during middle childhood should receive an allowance.

Debate: A child should be allowed to spend his own money however he wishes.

Identify some influences on child spending practices. Study advertisements and analyze appeal made to influence the spending practices of children.

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...suggest ways the family can influence the child's understanding of the use of money?	A challenge in this period of life is learning how to buy wisely the things he most wants with what he has and to stay within his available resources. They have some conception of saving for items that this week's allowance won't buy - finding the meanings of saving for postponed satisfactions. Discussions at home about how money can be used and saved will be interesting and helpful to them. Even if they make mistakes, they need the experience of having, when possible, small amount of money of their own and spending it their own ways.
Can the student...	...(*Becoming an active, cooperative member of the family*)
...describe the significance of "modeling" in the development of the middle child as a cooperative family member?	Because the younger school age child likes to identify with adults and do what they think is grown up, they imitate the mannerisms and actions of the parents.
...describe the relationship between respect of the individual (child) by the family and his/her maturing process?	As the school age child matures he responds best to the adults who treat him as an individual and approach him in an adult way.
	Socialization of the child obviously requires the imposition of controls.
	The middle years are critical years in adult-child relationships.
	It appears likely that for most children the way in which they are treated by parents is of overriding importance in determining their perceptions of themselves.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

List guidelines to use in helping children form desirable spending habits.

List resources helpful to a child during middle childhood in learning how to buy wisely the things he most wants with what he has, staying within his available resources.

...(*Becoming an active, cooperative member of his family*)

Brainstorm thinking of examples which show how the child in this age group "models" after other family members. What significance does this have to families, parents in particular? Discuss.

Read case examples or develop examples which show lack of respect of the child in middle childhood. What might be the effect of this lack of respect? Discuss how respect of the child by other family members contributes to his/her maturing process.

Brainstorm as to the many resources available within the family. How might the child in this age group enrich these resources as he becomes able.

Discuss the meaning of the following statement: The question is not one of discipline or no discipline, but of how much discipline, of what kind, at what stage in the child's development, for what purpose, and in what sort of parental emotional climate.

Invite a qualified individual to speak on the effect of the behavior of parents on school age children ... with particular emphasis on following the two major dimensions: acceptance-rejection (warmth-hostility) and control-autonomy.

Research to find information on parental characteristics associated with a child's high self-esteem and low self-esteem.

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	If parents have shown children affection and acceptance so that the children come to new experiences with the security of their home to help them, then they usually will be able to cope with adjustments such as at school.
	During this period it is most important that the elders respect the ways and values of children if they seek to gain acceptance of their own values.
	Sharing in family decisions, responsibilities and opportunities helps a child accomplish developmental tasks.
...describe ways families can promote responsibility in the child in middle childhood?	It is the adult's task to help each child develop responsible attitudes by giving opportunities to act in a responsible manner and be encouraging and recognizing responsible behavior.
...suggest ways routines are helpful to the younger school age child?	For the younger school age child who has a hard time making decisions, routines in the home eliminate the need for some choices and give the feeling of security.
Can the student...	...(*Extending his abilities to relate effectively to others, both peers and adults*)
...describe changes in the child's social environment during middle childhood?	During these years, the child's social environment expands tremendously.
...identify social skills developed during middle childhood?	A child's ability to communicate information to others improves with age and as egocentrism diminishes.
...suggest ways families can influence social development during middle childhood?	Not only are these children beginning to develop understanding, sympathy and acceptance of other people and of their needs and rights, they also are beginning to understand themselves better.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss the meaning of the following: In homes where a good parent-child relationship provides emotional security, the sense of being loved and wanted helps the child recover from the tensions that are inevitably aroused in the course of growing up.

As a class, make a list of skills children can develop in participating in family discussions and decision making.

Brainstorm responsibilities within the household that children in this age group might do to provide satisfactions in accomplishment and belonging.

Discuss ways in which household routines can be beneficial to family members.

... (*Extending his abilities to relate effectively to others, both peers and adults*)

Read references to determine the influence of peers and/or parents on middle childhood. Discuss.

Brainstorm, listing social skills and competencies which are important and helpful in establishing good relationships.

Give examples showing the use of social skills by the child in middle childhood ... and examples showing the lack of social skill by the child in middle childhood.

Discuss ways in which parents might help the child of this age group master expectancies in simple conventions, rules, customs, and courtesies.

Discuss the meaning of the following: Sometimes through the influence of adults, children have developed feelings and prejudices concerning racial, national or regional differences.

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	Stories about family relationships, new babies, and typical family experiences are helpful to children who are learning to establish their own relationships.
...describe the relationship of the school to the child's social development?	During this period, the school begins to function as a major socialization agency, supplementing the family's teaching, providing opportunities for increased contacts with peers, and consequently, for stronger peer-group impacts on personality development.
...describe the relationship of the peer group to the child's social development?	The peer group assumes an important role during middle childhood, since a child spends more and more time away from the family and in the company of friends. The peer group is important in the development of identity, attitudes, and values, and as a socializing agent. The participation in groups with their programs of activities constitutes an excellent means of promoting the socialization process.
...give examples illustrating the learning of social skills through the child's peers?	As the child participates in the activities of his peers, he must learn how to meet new associates and obtain satisfaction from being with them. The need for learning to meet new people in new situations is an ever-present challenge for the elementary school child.
...identify possible negative influences of the peer group upon the individual?	While the peer group serves a necessary role in wooing the individual away from the nest of the family and from parental dominance, it may impose its own dominance on the emerging individual.
...relate self-concept to peer group influence? ...give examples illustrating effect of peer group on self-concept?	The influence of the group is powerful, and a child's position in the group greatly influences self-concept.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Work in groups to develop guidelines or suggestions for families to help influence the development of social skills during middle childhood. Compare ideas.

Listen to a panel discuss the role of the school in the socialization process during middle childhood. The panel could consist of both parents and educators.

Using resources, read to gain more information on the influence of peer groups during middle childhood.

Cite examples where clothing, food selection, activities, etc. are influenced by peers and/or parents.

Identify some of the varied roles a child might play in peer groups. Discuss.

As a class, discuss the advantages the peer group has in terms of developing socially. Give specific examples to illustrate the advantage.

Discuss what is meant by the following statement: The wise parent will not try to hinder the establishment of gangs and clubs but will utilize their potentialities for helping children learn to relate to others and work cooperatively with them.

Discuss the importance of parent's being alert to the possibility of undesirable influence of peer group. Discuss the meaning of the following statement: Working with individual children or removing them from groups seldom brings satisfactory results, for the pull of the group is so strong that children who are forbidden to be with friends tend to feel defiant or rebellious and usually will find ways of rejoining them despite parental objection.

Using case studies, discuss the effect of the peer group on the child's self-concept.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...(*Continuing the learnings involved in handling his feelings and impulses*)
...describe the pattern of emotional development during middle childhood?	As the child progresses through this period of childhood, he refines the expression of his emotions. New interests and knowledge and changing attitudes toward life cause stimuli that formerly aroused the emotions to lose their potency, but others are substituted from them.
...relate the learning of right and wrong at the age level to emotional development?	School age children are learning rules and relationships and continuing to learn concepts of right and wrong.
...relate self-concept to emotional development?	Because the developing ego, or self-concept of the school age child is threatened on all sides, children develop a variety of defense mechanisms, many of which persist throughout adult life.
...identify defense mechanisms commonly used?	
...give examples of anxiety producing situations children meet today more than children have in the past?	Parents in the past were able to protect their children from the impact of anxiety producing reality, but today's children must meet life head on and need the support of adults as interpreters. Adult assistance in understanding and interpreting what children see and hear is particularly important to the child today. With adult guidance the child outgrows general gross emotional expression and gradually develops more subdued and adult-like, but still definite, forms of expression that are likely to receive greater social approval. Because children are great imitators of adult behavior, adults responsible for childrearing need to exhibit emotional control.

...(*Continuing the learnings involved in handling his feelings and impulses*)

Read to discover how the school age child changes emotionally. Discuss.

Plan a discussion on ... socially acceptable ways of releasing negative emotions effectively.

Study behaviors of children that are related to unmet social or emotional needs and propose ways in which family members may help to meet the needs identified.

Research to learn more about the defense mechanisms of projection, displacement, rationalization, reaction formation, withdrawal, and regression.

Discuss the meaning of the following statement: If group acceptance cannot be attained by skill at games, the child may try more unacceptable ways.

Discuss: Television ... during middle childhood. Consider the child's interest in, the influence upon the child, the advantages of watching, the disadvantages of watching, etc.

Conduct an informal survey of family practices in your community on the extent and ways school children's use of television is supervised or restricted. Discuss.

Invite a psychologist or other qualified individual to discuss how families can help the child through this period of emotional development in middle childhood.

Participate in a discussion on gaining skill in sharing feelings with those who can help (parents, teachers, close friends, scout leaders, etc.) Discuss implications for parental guidance.

Discuss the meaning of the following statement: In middle childhood, children display marked interest in all matters that grownups indicate they are too young to consider. What implications might this have for parents.

Discuss the ways in which parents of children in this age group might help the child grow in his ability to work through simple frustrations.

Think of examples you have witnessed or make up situations which illustrate how irresponsible adult emotional behavior affects children.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...(*Coming to terms with his or her own sex role, both now and as it will become*)
...give examples illustrating the sensitivity during middle childhood to male - female characteristics and roles?	Children of school age are highly sensitive to male and female personality characteristics, activities, and interests.
...describe the change in the significance of the father's role to the school age child?	During middle childhood the father's role appears to assume much more significance.
...explain the importance of "identification" in middle childhood to coming to terms with his/her own sex role?	Identification with familial figures and others outside the family, and the establishment of heroes are significant aspects of the child's development during this period.
...explain the relationship between acceptance and rejection by friends and personality traits considered appropriate for his/her sex role?	The child's acceptance or rejection by his friends is determined in part by the degree to which he has adopted traits that are appropriate for his sex role.
...describe the type of sex information the child in middle childhood seeks and needs?	The type of sex information the boy or girl in middle childhood seeks and needs includes the biological facts involved in growth and reproduction and the psychological understandings attending mating.
...identify resources available to help families influence this developmental understanding?	Because the range of maturing varies so markedly, no precisely appropriate time can be recommended for providing sex information to the middle age child.
...suggest guildelines for families to positively influence this developmental understanding?	Sudden growth during this period often, in the case of girls, presents psychological problems.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...(*Coming to terms with his or her own sex role, both now and as it will become*)

Have those in the class who have an opportunity to be around children of this age level collect "quotes" overheard which illustrate how highly sensitive these children are to male and female distinctions.

Give examples illustrating the increasing significance of the father's role during middle childhood. Discuss reasons.

As a class, discuss what is meant by identification. Give examples of identification from your own life experience.

Brainstorm, discussing examples of identification in middle childhood with adult figures. Discuss the significance of this identification to the development of the child. How does this identification relate to the child's future?

Participate in a class discussion on how adults (usually parents) might help the child in middle childhood think wholesomely ahead to what it will be like to be grown up as a man or woman.

Brainstorm examples of dramatic play that children of this age group often participate in or that you participated in during middle childhood. What benefits does this type of play have to the child?

Discuss case studies illustrating the rejection or acceptance of a child by friends which is determined in part by the degree to which the child has adopted traits that are appropriate for his/her sex role. Discuss: Is this as true today as it was 20 years ago? Why?

Invite a resource person to discuss clarifying knowledge about the nature of sex and reproduction to the child in middle childhood. Discuss ways families can positively influence this step in development.

COMPETENCY

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THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...(*Continuing to find himself as a worthy person*)
...describe peer group influences on the child's self-concept?	The peer group plays an important role during middle childhood, not simply in providing the child with immediate satisfactions, but in implementing his integration into the broader social world. The tendency to adopt the values and attitudes of others (conformity) is a personality variable that varies with age and is of different strength in different children.
...identify personality strengths and weaknesses observed at this age level?	Identify personality strengths and weaknesses and accepting the need for improvement are preliminary steps for successful self-improvement.
...give examples of ways parents can help influence the growth of personality strengths?	
...describe the growth toward independence during middle childhood?	By the age of nine or ten the child begins to be less dependent on adults for his values and ideals. Through accepting, not necessarily approving, children's values, the adult can expect to influence their behavior.
...discuss ways families can influence this independent growth?	Too much emphasis on acceptance and approval may cause unnecessary anxiety and conflict. Encouraging a child's growth involves letting him go, which is food for the child's development of independence, widening social experience and general personality growth.
Can the student...	...(*Relating himself to loyalties beyond the moment and outside himself*)
...describe the advantages of the opportunity for cultural exposure in middle childhood?	Exposure to aesthetic, cultural and stimulation and group goals both inside and outside the family gives the child opportunity to develop his potentialities.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...(*Continuing to find himself as a worthy person*)

Discuss the meaning of the following: Middle childhood is a good time to improve abilities both to lead and to follow others. What implications might this have for parents?

Discuss the significance of making and keeping close friends in middle childhood.

Give examples of situations in which a child in middle childhood is learning to stand up for his rights. How might parents help him in this developmental task. Discuss.

Discuss what is meant by ... establishing his own identity.

List and discuss ways parents can help their child in middle childhood to grow in self-confidence, self-respect, self-control and self-realization.

Discuss how a child's physical status might influence his emotional and social adjustment. What implications might this have for parental guidance?

Brainstorm examples illustrating the growth toward independence in middle childhood.

Discuss the meaning of the following: Often, parents are under pressure from members of their social class to have their children measure up to the demands and expectancies of the culture. Discuss implications.

...(*Relating himself to loyalties beyond the moment and outside himself*)

Give examples of situations illustrating a child (middle childhood) discovering satisfactions in music, art, drama, nature and/or literature.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...identify resources available to provide this cultural exposure?	
...give examples of questions children of this age level have about birth, life and death?	During middle childhood, the child begins to have feelings about and to seek knowledge of what lies beyond his immediate experience or beyond his grasp in a tangible sense such as questions regarding birth, life and death.
...develop guidelines to help families deal with these questions?	Answers which are simple and honest are usually the most helpful.
...describe moral development in middle childhood?	Ten year olds are becoming increasingly concerned about what is wrong and what is right, being sensitive to unfairness, cheating and lying. Moral development may be defined as the emergence of actions and decisions sanctioned by one's conscience and rules of conduct.
...identify influences on moral development?	Moral development is influenced by a child's maturational level as well as by interactions with adults and other children. Children cannot make moral judgments until they achieve a certain level of cognitive maturity, which involves shedding much of their egocentric thinking.
...suggest guidelines for families in guiding moral development?	Learning theory approaches to studying moral development claim that children learn their culture's moral values by identifying with or modeling themselves after parents who reward or punish moral decisions. At ten, children often are bewildered by the many diverse standards they see being followed in the adult world. Adults responsible for their guidance must let these children know what their values are and why they believe in them, not through words alone but also through their behavior.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Participate in a class discussion on the importance during middle childhood of parents laying foundations for patriotism, for pride in men's achievements through history, and for a sense of belongingness to the human race.

List ways in which the child in middle childhood might devote himself to group goals (scout's, boy's clubs or girl's clubs, etc.)

Invite a qualified resource person to discuss "those hard to answer questions of children."

Listen to a panel, perhaps composed of parents, educators, and clergy, discuss the families influence on the child's (in middle childhood) feelings about birth, life and death. Discuss.

Research to find more about moral development during middle childhood.

As a class, list the type or types of moral decisions better understood during middle childhood, such as understanding more about truth and honesty, about property rights, about personal rights, etc.

Discuss the meaning of the following statement: The standards of parents themselves and the nature of the parent-child relationships play a crucial role in determining whether a child's developing conscience will be weak, normal, or overly strict and punitive.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	Developmental Tasks of Teenagers
...identify the types of development necessary during adolescence which enable the boy or girl to progress toward self-fulfillment and success with later tasks (i.e., identify developmental tasks)?	*--Accepting one's changing body and learning to use it effectively* *--Achieving a satisfying and socially accepted masculine or feminine role* *--Finding oneself as a member of one's own generation in more mature relations with one's age-mates* *--Achieving emotional independence of parents and other adults* *--Selecting and preparing for an occupation and economic independence* *--Preparing for marriage and family life* *--Developing intellectual skills and social sensitivities necessary for civic competence* *--Developing a workable philosophy of life that makes sense in today's world*
Can the student...	...(*Accepting one's changing body and learning to use it effectively*)
...describe physiological changes which occur during early adolescence?	Among the most dramatic of all developmental events to which youth must adjust is the host of physiological changes occuring during the early adolescent period. Because of biological changes, sharp physical differences occur between the sexes along with strong cultural and psychological expectancies.
...describe the variation in rate of growth during adolescence?	The age of maturation at puberty is built into the developmental pattern of each child is genetically determined and cannot (except in rare cases of medical treatment) be hastened or delayed. The growth spurt varies widely in intensity, duration, and onset from one child to another, even among perfectly normal children. The variation of physical development among children points out one of the big problems of the preadolescent period.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Developmental Tasks of Teenagers

Read selected references concerned with adolescent development, including physical, intellectual, social and emotional developmental.

Defend the statement: The transition from childhood to adulthood is facilitated by parental understanding.

...(*Accepting one's changing body and learning to use it effectively*)

Find statistics or charts showing the wide variation in growth in early adolescence.

Discuss why it is important for adolescents to realize that their physical growth spurt varies widely in intensity, duration, and age of onset from one child to another, even among normal children.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...relate the importance of understanding normal variations in growth pattern and the effect upon the adolescent's self-concept?	Adolescents need help in better understanding normal variations in growth patterns. Irregular adolescent growth affects the self-concept.
...interpret the meaning of the adolescent's concern regarding their physical appearance?	Many young adolescents feel generally uneasy and dissatisfied with their bodies or their appearances. Most young teenagers of both sexes are more concerned about their physical appearance than about any other aspect of themselves. Because of the young adolescent's excessive emphasis on physical appearance, it is a good time for him/her to learn the importance of caring for one's body in healthful ways that assure its optimum development. Adolescent self-concepts depend largely on how attractive young people consider themselves. Since one's appearance during adolescence exerts such a strong influence on one's self-concept, it is not surprising that the timing of maturation has important psychological effects. All of these developmental changes threaten the adolescents feeling of "self-consistency and he/she needs time to integrate them into a slowly emerging sense of a positive, self-confident identity.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Predict possible ways physical development which varies greatly from that of peers may affect the self-concept of an adolescent. Give examples and discuss. Suggest ways parents or family members might help with these "problems" to minimize inner conflicts.

Discuss the psychological effects on early maturers ... on later maturers.

Identify change concerns adolescents have about physical changes which are occurring or have occurred in their bodies (such as body size, proportion, height, weight, acne, birthmarks, freckles, body odors, wearing glasses, etc.).

Invite a pediatrician to discuss concerns of adolescents about their maturing bodies and how families can help guide the adolescents regarding these concerns.

Discuss reasons physical changes are often difficult for the adolescent to deal with effectively (such as result of our puritanical societal background).

Give examples of things parents might avoid doing or saying in order to help a child feel good about his maturing body (such as avoiding comments about how good-looking, skinny, tall, or bosomy a child's friends are).

Discuss the effect of the following comments of parents and suggest others which have a similar effect ... "Don't wear your hair pulled back, it makes your nose look longer" ... "Why don't you play ball with the boys so it will put a little muscle on you"...

Think of examples of positive comments parent's might make to help a child adjust to what he/she considers physical problems (such as a father might be helpful to his daughter when commenting, "What! You want to buy cream to cover up your freckles? Why, I fell in love with your mother because of her freckles!"

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...explain the importance of the adolescents understanding of sexual changes occurring in his/her body?	Just as the onset of menstruation may cause concern to the pubescent girl, so may the appearance of nocturnal emission surprise and worry the pubescent boy. It is vital that a girls initial experience with menstruation be a favorable as possible. By seeing that the girl receives adequate medical care, by explaining to her the naturalness of the phenomenon, and by showing pride and pleasure in her greater maturity, the parents can help to make the onset of menstruation a happy, rather than a feared or hated event.
	Increased sexual drive, influenced by hormonal and anatomical changes, is, of course, a major physiological characteristic of adolescence. Even with the best of knowledge and attitudes, young adolescents may lack the judgment that should accompany the capacity of reproduction. Because homosexuality is a form of behavior that is usually first engaged in in adolescence, parents should clarify their attitude on the subject and be prepared to guide their child and help him/her to develop a healthy outlook which will help insure his future sexual adjustment.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Give examples of ways parents can help a child to feel good about himself, to accept his body and to look forward to what he will become.

Suggest ways parents might help the child realize the fulfillment of a man or woman in life has very little to do with his/her physical attractiveness.

Discuss ways that families and friends may create negative reaction in the adolescent to menstruation. How could these negative reactions be avoided or alleviated?

Research to become informed about nocturnal emission and possible fears created in developing adolescent boys. Discuss.

Discuss the following: The father is very likely to draw away from a daughter entering her teens, feeling that he should no longer be as physically close as previously, and he is often withdrawing from the sexual feelings she induces in him. The daughter often feels that her father now finds her unattractive or is actually repelled by something about her. It requires considerable tact on the part of a father to convey somehow that he considers that his daughter has become attractive and likes the way she looks and yet assume a proper distance.

Discuss the following: Dr. Isadore Rubin, psychologist, suggests that the best time for a child to receive factual information about such subjects (contraception and venereal disease) is before he has reached the age where he must begin to make decisions about it, when his emotions in respect to that information are dormant or less involved.

Using references, find information on venereal disease as a major health problem among young people of all social classes in this country today. Discuss.

Invite a qualified speaker to discuss how parents can guide the young adolescent toward developing sound judgment and a responsible attitude about sexuality.

Discuss the following: Both parent and teenagers should understand the sex urge as the good and natural thing it is. The reason behind counseling teenagers to delay in having sexual relations being that they lack readiness for the responsibility demanded if sexual relations are to be the creative part of life they should be and can be.

Discuss the meaning of the following: Premature marriages are generally deplored, sexual expression is discouraged, and yet the teenager is subject to the stimulations of a society that teases him constantly.

Invite a pediatrician or other qualified individual to discuss masturbation as a normal means of releasing sexual tension. Discuss some of the concerns regarding masturbation.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...identify ways parents can be helpful in guiding the child's positive acceptance of physical changes in the body during early adolescence?	The kind and timing of sexual training that a boy or girl receives during childhood and adolescence can be of major importance in determining his/her attitude regarding sexuality.
	In terms of sex education, parents should see themselves as moral guides as well as purveyors of information, encouraging their children to confide in them and assuring that their response will be understanding and sympathetic.
	If parents are to be truly helpful in guiding adolescents, they must be aware not only of the heightened sexual drive, particularly among boys, but of the change in the cultural pressures that are being put on teenagers.
	Young adolescents need opportunities to talk through the emotional and social relationships between the sexes, and the values and attitudes that are important if they are to use their sexual drives with pleasure, responsibility, and wisdom.
	In addition to a greater emphasis on openness and honesty, there appears to be a growing tendency to view decisions about individual sexual behavior as more a private and less a public concern.
Can the student...	...(*Achieving a satisfying and socially accepted masculine or feminine role*)
...explain the importance of the adolescent accepting his/her appropriate sex role?	Central to the task of becoming an adult is the development of a sense of one's own identity, of a definition of oneself as a person in a masculine or feminine role.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss ways in which families can help young adolescents accept their physical bodies (such as taking their feelings seriously, not criticizing or laughing at them, etc.).

Discuss the meaning of the following: The kind and timing of sexual training can be of major importance in determining whether the child will show great or little interest in sexual behavior and whether he/she will tend to view sex as a pleasant and matter-of-fact affair, as sinful and dangerous, or as extremely exciting.

Gather ideas of resources or actual resources that might be helpful if the adolescent boy or girl are "positively allergic" to the slightest mention of their anatomy or sex-related subjects by a mother or a father (such as books, pamphlets, articles, etc.)

Discuss the following statement: While communication about sex remains a problem, parents today seem more likely to stress maturity, mutuality of relationships, and the avoidance of exploitation and promiscuity rather than the need to "save oneself" for marriage.

Read articles in current publications regarding teenagers and sex ... teenage pregnancy, etc., to help get a realistic idea of the present day situation.

...(*Achieving a satisfying and socially accepted masculine or feminine role*)

Research to find the opinions of various "authorities" regarding sex role expectations.

Explain the meaning of the following: The self concept need not be all positive; it can contain negative elements as well.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	The adolescent with a strong sense of identity sees himself as a distinctive individual in his own right.
...give examples of factors which will influence the ease with which the adolescent identified with his/her sex role.	The ease with which the adolescent is able to achieve a clear sense of identity will depend upon many factors.
...show through examples ways parents can help the adolescent in accepting his/her appropriate sex role?	In spite of the many changes in traditional cultural roles of men and women, biological identification still remains desirable at this age for normal, healthy development. Parents do have and need to accept the responsibility for a strong influence on the way children feel about femininity and masculinity.
Can the student...	...(*Finding oneself as a member of one's own generation in more mature relations with one's age-mates*)
...interpret the meaning of the "adolescent culture."	Having left the world of childhood forever, but not yet accepted as adults, adolescents are virtually forced to create at least a semblance of an "interim culture" of their own.
...identify ways peers influence psychological development of adolescents?	Peers play an important role in the psychological development of most adolescents.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss your feelings about the following: Today's youth seem to be blurring the distinction between masculinity and femininity in their dress, appearance and interests - perhaps certain things should have no gender.

Discuss the meaning of the following statement: American society's definition of socially approved sex role is broadening. There is, therefore, a need for educational experiences to help youth more adequately deal with changing sex roles.

Research to find factors which may affect the ease with which the adolescent is able to achieve a clear sense of identity (such as kinds of previous identifications he has developed and his ability to integrate these identifications with his sexual maturity, the aptitudes and skill he has developed out of his ability and experience, the opportunities provided by changing social roles, and the kind of relationship he/she has had with parents.

Discuss the many ways children develop ideas about femininity and masculinity from their parent's influence. What are some of the other influences?

Discuss the meaning of the following: It is important that the acceptance of the biological sex role should not be confused with the cultural sex role, although they are closely interwoven.

Discuss the meaning of the following: (from The Person: His Development Through the Life Cycle by Theodore Lidz) "During early adolescence, when a girl is learning to feel at home with her woman's body and with woman's role in society, the parents' attitudes are particularly important - their attitudes toward their daughter and also toward one another. When a mother not only accepts her life as a woman but finds fulfillment in it, and when a father admires and appreciates his wife, a girl can welcome the signs that she has become a woman and feel secure that she will be loved and desired as a woman."

...(*Finding oneself as a member of one's own generation in more mature relations with one's age-mates*)

Brainstorm as a class listing ways peers influence psychological development of adolescents.

Discuss the meaning of the following statement: The young man or woman who has not learned how to get along with others of his own sex and to establish satisfactory heterosexual relationships by the time he reaches adulthood faces serious obstacles.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...describe the variety of peer activities during the adolescent period?	During adolescence, heterosexual interest and activities increase as a result of biological, psychological, and cultural factors. Adolescents have strong needs for becoming more aware of different ways to develop good relationships with peers of both sexes.
...give examples illustrating the positive effect of peer influence during adolescence?	The role peers play in adolescence is important because the relations with both same and opposite-sex peers in this period come closer to serving as prototype for later adult relationships.
...relate self-concept to the young adolescent?	The role of the peer group in helping the individual to define his own identity assumes particular importance at adolescence because at no other stage of his development is his sense of identity so fluid. Adolescence is generally a time of intense sociability, but it is also often a time of intense loneliness.
...describe why peer groups might be substitutes due to lack of attention at home?	An unusually dominant role of the peer group in the life of an adolescent may be due to the lack of attention and concern at home.
...relate conformity to the peer culture?	The heightened importance of the peer group during adolescence is an important factor in the increased motivation for conformity to the values, customs, and fads of peer culture which is characteristic of this period.
...identify possible negative influences of the peer culture on the adolescent?	One cannot underestimate the power of the peer culture on many adolescents, especially concerning use of drugs.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Define puberty. List social changes that occur during puberty, such as interest in members of the opposite sex, increased responsibility, more social activities, etc.

Brainstorm listing the many opportunities for peer relationships and different types of peer relationships during adolescence. It might be interesting to list these under biological factors ... psychological factors ... and cultural factors.

Research to list by example - the positive influences peer association might have on the adolescent.

Read in books, current periodicals, etc. regarding the influence of peers on adolescents.

Discuss the meaning of the following: Adolescence is generally a time of intense sociability, but it is also often a time of intense loneliness.

Describe through actual example of fictitious situations incidents illustrating the adolescents dependence on the peer group because of lack of attention and respect at home.

Discuss the reasons why adolescents need to look so "different" and to act so "bizarrely."

Discuss the effect of rapid social change on the challenge of the adolescent.

Brainstorm illustrating ways in which adolescents "conform." Discuss the reasons for this conformity.

Read case studies illustrating negative influences of the peer culture on the adolescent. Discuss.

Research to learn more about the power of the drug culture on many adolescents.

Discuss reasons why so many young people are drawn to drugs (easing tensions, forgetting frustrations, overcoming feelings of emptiness, to try new experiences and be thought well of by their peers).

Using references, find suggestions of "authorities" of dealing with the drug problem in adolescence.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...(Achieving emotional independence of parents and other adults)
...explain the meaning of interdependent relationships?	Adolescents need to find their own identity as well as to maintain their interdependent relationship with their family.
...indicate through examples the difficulty of the adolescent in establishing independence?	Establishing true independence from parents is seldom a simple matter because motivations and rewards for independence and for continued dependence are both likely to be strong, thus leading to conflict and vacillating behavior.
...give examples of times when young adolescents want and need to rely on their parents?	There are times when young adolescents want and need to rely on their parents' or on other adults' judgments and decisions.
...describe the conflict which adolescents experience as related to becoming more independent?	Adolescents feel constant conflict between wanting to be independent of their parents and realizing how dependent they actually are.
	Girls in our culture appear to experience fewer and less stressful conflicts over the development of independence than boys particularly during the earlier years of adolescence.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...(*Achieving emotional independence of parents and other adults*)

Brainstorm some examples of interdependence among family members.

Identify ways in which parents and adolescents are dependent on each other physically, intellectually, emotionally and socially.

Discuss the meaning of the following. Independence need not mean emotional separation; strong bonds of warmth and love can coexist with independence.

Some authors make a distinction between types of dependence such as "instrumental dependence" in which objective help is sought; "emotional dependence" in which affection, support, and comfort are the goals; and "aggressive dependence" in which the objectives are negative and manipulative. Try to think of examples illustrating these different types of dependence. Share your ideas with others in the class.

Discuss aspects of life in which the adolescent may be independent and those aspects for which one is not ready to assume the responsibility for independence.

Give illustrations to show how the early adolescent pushes away from parents with a vengeance, all the while holding on for dear life because they are not yet ready to stand alone. (For example, the thirteen-year-old daughter who presses to go out on a date with a boy may be terrified if her parents actually permitted it.)

Discuss the meaning of the following: "Beefing" is par for the course - a kind of background music to adolescence.

Discuss the meaning of the following: Adolescent rebelliousness doesn't consist of just an impatience to be more independent of the parents in rights and priveleges ... but is more of a resentful rivalry with his/her parents.

As a class, discuss the different ways independence might be shown by adolescents of different socio-economical and educational levels.

Discuss reasons why girls in our culture appear to experience fewer and less stressful conflicts over the development of independence than boys (such as more likely to consider their parents rules fair, right, or lenient, in part due to cultural reinforcement, etc.)

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR

THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...list the factors which affect the degree of difficulty the adolescent encounters in establishing independence?	The degree of difficulty that the adolescent will encounter in establishing independence will depend in large measure upon the attitude of society as a whole and the child-rearing practices and model of behavior provided by his parents.
...indicate through examples factors which ease the transition from dependence to independence?	In "democratic" families, the adolescent freely participates in family discussion about issues relevant to his behavior and may even make decisions, but the parents retain ultimate control.
	Some parents attempt to make their exercise of power "legitimate" by explaining their rules of conduct and expectations; others do not.
	The parent who provides a successful model of independence with which the child can identify and who balances controls and realistically age-graded opportunities for independent behavior will make the task a great deal easier.
	Adolescents, like little children, should not be pushed too rapidly but if responsibility is not offered to them as they show readiness for it, they may remain immature and continue to play the part of children, irresponsible and self-centered.
	In learning to be responsible, adolescents will react better to guidance than to domination.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

As a class discuss how the attitude of society might affect the adolescents ease in establishing independence.

As a class think of examples illustrating how feelings of impatience and criticalness put youths on the lookout for new ideas with which to differ from parents and other authorities.

Invite a panel of parents and young adults to discuss and try to resolve problems which revolve around, "I wish parents would ... " and "I wish adolescents would ... " seeing how solutions involve facing the challenge together.

Read references to become familiar with autocratic, permissive, and democratic philosophies of relating to teenagers. Cite examples of each.

Compare the characteristics of democratic and autocratic or neglectful parents. How would these characteristics affect the child's earning of responsible independence. Use specific examples to illustrate.

Discuss the following quote of Dr. Benjamin Spock: "We (in America) seem to have become particularly fearful that we will make our children resent us or will distort their personalities if we exert too much authority over them. This parental hesitancy has been more marked in relation to adolescent children than any other age group."

Using mini-case studies, participate in a class discussion of particular instances of successful or unsuccessful guidance of teenagers.

Discuss the meaning of the following: When parents are quite definite in their beliefs, adolescents know which ones they are rebelling against and which they accept. But when parents are uncertain or vacillating, they don't hold up standards and concepts that their children can grasp.

Explain the meaning of the following: Overprotection may give parents peace of mind and extend their control, but it is not in the best interest of the child.

Read articles on "the child's right to fail." Discuss implications.

Explain the meaning of the following statement: It is a challenge to adults not only to help adolescents but to permit them to achieve maturity and become part of an adult world which hopefully is ready to receive them.

Invite a panel of adolescents to discuss how parents may help teen-agers become independent and responsible adults.

A child psychiatrist suggests the following approach to difficulties between parents and children: Don't fight the behavior. Interpret the cause of it first, then judge how much and in what way you should interfere ... Think about problems that have been discussed and try this method ... mainly based on interpreting the cause.

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COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	Confidence and self-esteem are highest among adolescents whose parents express strong interest in and knowledge about their opinions and activities and who encourage autonomous behavior and active participation in family affairs.
...describe, through example, the importance of the adolescent achieving a reasonable degree of independence?	An adolescent's failure to resolve the conflict between a continuing dependence and the newer demands (and privileges) of independence, will lead to difficulties in other areas as well.
	Without the achievement of a reasonable degree of separation and autonomy, the adolescent can hardly be expected to achieve mature heterosexual or peer relationships, confident pursuit of a vocation, or a sense of identity, which requires a positive image of himself as separate, unified, and consistent over time.
Can the student...	...(*Selecting and preparing for an occupation and economic independence*)
...assess the challenges in society today for the individual choosing a vocation?	The problem of deciding a vocation represents one of the critical developmental tasks of adolescence.
	Adolescence is the time when one must explore the world of work and make tentative plans and decisions concerning occupations.
	Within the choice of career goals lies the necessity for making decisions about preparation for that career, whether it be further education, apprenticeship, or work experience that is to be sought.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss problems of independence which commonly occur in regards to the adolescent's room, the way the adolescent looks, the adolescent's use of the telephone, verbal hostility of the adolescent, household chores, and television privileges. What suggestions do you have in terms of parental guidance?

Invite a qualified individual to speak on the importance of the adolescent achieving a reasonable degree of independence.

...(*Selecting and preparing for an occupation and economic independence*)

Research to find more about studies having to do with occupational preparation.

Discuss the meaning of the following: In our society there is a gulf between the adult economic system and the life of a child. (Tendency toward over-production - decreasing need of juvenile and unskilled labor...)

Discuss the meaning of the following: More and more young people are questioning the value of extended education, but it is not easy to find alternatives.

Invite a librarian to display and explain resources often found in the library which can be helpful when considering career goals (Examples: Lovejoy's College Guide, Lovejoy's guide on vocational training)

Research to discover other "tools" to help one move toward appropriate career goals such as aptitude tests.

COMPETENCY

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THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...indicate through example different influences on the adolescents vocational interests?	The young person's vocational interests usually develop in a rather unsystematic fashion, guided by such influences as parental desires, relationships with parents, accidental contact with various occupations, and the kinds of jobs his friends choose. The individual's social-class membership partially determines the kinds of occupations with which he will be familiar and be likely to consider in formulation of his occupational aims.
...identify ways parents can aid the adolescent in choosing a vocation?	Parental motivation is a significant factor in the adolescent's vocational choice and there is a great variation in parental motivation in all social classes. Parents who remain alert to their adolescent's academic performance and developing interests can be helpful in giving him some guidance in helping decide on courses that will help him move toward career goals.
...describe the school's role in helping adolescents with vocational choices?	The adolescent's career choice will also be affected by his school environment, his teachers, and in particular, the peers with whom he associates. Many resources are available to help adolescents make choices regarding career goals.
...describe the maturing an adolescent does in regards to vocational interests?	Finding oneself vocationally can be delayed by tendencies to live in a world of dreams and fantasy; it is helped by the willingness to cope with reality and the courage to explore real possibilities. As the child's vocational interests become progressively more realistic, more influenced by status and less by glamor and excitement, they also become more stable.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

As in other aspects of family relationships, parents cannot successfully direct their children along the paths they wish them to follow but can only participate with them in reaching decisions if the family atmosphere is harmonious.

Invite a representative from a high school guidance department to explain the school's role in guiding adolescents in career choices.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...describe significant changes taking place regarding women's career goals?	Significant changes are currently taking place in the vocational orientation of increasing numbers of girls.
	For most women, however, identification with an adult role still primarily involves assuming successfully the roles of wife and mother, and only secondarily, if at all, that of breadwinner.
	In our modern democratic society, where choice and entrance to occupations are relatively free and open, the career has been the organizing center for the lives of most men and many women.
...describe the importance of a career choice to the adolescent's self-concept?	A vocation may offer adolescents a socially approved way to achieve direct or indirect satisfaction for strong motives that are not fully gratified in other ways.
	The choice of a vocation and subsequent participation in it may help to crystallize and reinforce an adolescent's self-concept.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Debate: All girls should be brought up expecting to get an education that will prepare them for a career, and expecting - as boys do - to have a career.

Discuss the following in relation to girls' career goals: the problem of the prejudice against women in employment (a prejudice women themselves often share); the casual attitude toward education and a career on the part of many girls and young women until too late; the questions of whether dedication to a career will suppress a mother's interest in family, as it often does with fathers; and the part the fathers should play in the home.

Discuss the meaning of the following: If girls are to grow up without a sense of being significantly different from boys in capabilities and if women who want good jobs are to have an equal chance to get them, then parents should prepare girls for careers throughout their childhood - psychologically and educationally - as they prepare their sons.

Discuss "earning a wage" as a psychological symbol of "growing up."

Discuss the meaning of the following statements:

-Indeed, in our culture, vocational identity often plays a major role in the individual's sense of identity.

-"Working gives (most people) a feeling of being tied into the larger system of society, of having something to do, of having a purpose in life."

COMPETENCY

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THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...*Preparing for marriage and family life:*
... describe the importance during adolescence of considering realistic goals throughout the life cycle in relation to marriage and family life?	Adolescence is a time for considering realistic goals throughout the life cycle in relation to marriage and family life.
	Adolescence is a time for youth to define to themselves in appropriate and workable terms feelings about the roles of husband and wife.
... describe factors which influence children's attitudes and ideals about marriage?	Children adopt the ideas and ideals about marriage that are prevalent in their society.
	For the most part models and values for marriage are derived through parents, parent surrogates, and the media, especially movies and television.
	Adolescents show great variability in attitudes toward marriage.
... identify ways an individual becomes better prepared for marriage and family life?	An individual's family experiences are significant factors in influencing his preparation for marriage.
	Adolescents will be better prepared for marriage and family life if they have the opportunity to enjoy the responsibilities as well as the privileges of family membership.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...*Preparing for marriage and family life*:

Discuss the importance of the adolescent considering realistic goals in relation to marriage and family life.

Illustrate through examples how the ideas and ideals about marriage are in a state of change in our society.

Brainstorm factors which influence an adolescent's feelings about the roles of husband and wife.

Discover through interview or other techniques differing attitudes of adolescents regarding marriage. Discuss why adolescents might have these differing attitudes. What implications might this have for families with young children?

Give examples of ways an individual's family experiences influence his preparation for marriage.

Brainstorm ways that the adolescent may be made aware of the many responsibilities and satisfactions of parenthood. Discuss how and why these responsibilities and satisfactions vary from family to family.

As a class make a list of family experiences that will help prepare the adolescent for marriage.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	As families provide opportunities to engage in worthwhile work, youth have opportunities to learn adult roles and to develop feelings of worth and significance.
	Awareness of the responsibilities of parenthood promotes a realistic view of marriage and family life.
...explain the significance of dating as related to future marriage and family happiness.	Dating is an important step in the process of mate selection.
	Through dating one begins to find understanding and affection from someone outside the family.
	Dating gives the individual a natural experience in which to develop communication and social maturity with members of the opposite sex.
	Dating can help to develop an understanding of others' values, personalities and family backgrounds.
...relate adolescent love to mature love?	Dating provides experience that can contribute to appreciation of love.
	In many ways, adolescent love can be a stepping-stone to mature love.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

List responsibilities ("worthwhile work") provided by the family which would be beneficial in preparing the adolescent for marriage and family life.

Examine case studies of individual's who entered marriage with an unrealistic viewpoint of marriage and family life. Why might this have happened? How might it have been avoided?

Participants in a class discussion regarding the significance of dating in the process as related to successful marriage and family life. Is dating an important step? Why? How may dating benefit the adolescent's future marriage and family life?

Discuss how romantic love, hero worship, puppy love and physical attraction help to develop a mature concept of love.

Illustrate through examples how movies, television and popular songs are all full of the "romantic love idea". Discuss the possible effect on adolescents' concept of love.

Discuss the meaning of the following: Romantic love is often blind. It acknowledges the strength, but does not see the weakness in the beloved. Mature love accepts the strength without rejecting the weakness.

Discuss the meaning of the following: Adolescent love can be a stepping stone to mature love.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...identify responsibilities associated with a relationship in which love exists.	When one loves and is loved in return, the relationship becomes a creative, living thing which enriches both and imposes responsibilities on both.
...identify organized programs which help young men and women become more competent husbands and wives, fathers and mothers.	Preparing for marriage and family life is greatly helped by forward-looking programs for equipping young men and women to become competent husbands and wives, fathers and mothers.
Can the student...	...*Developing intellectual skills and social sensitivities necessary for civic competence:*
...indicate through examples the growing interest in "social responsibility" of adolescents as they develop greater intellectual skills and social sensitivities?	Many high school boys and girls have a growing and intelligent interest in politics and in community, national, and world affairs.
...describe moral development in relation to the adolescent.	At this stage of moral development, adolescents think about moral behavior in terms of general rights and standards which have been examined and agreed upon by society as a whole.
	The adolescent's accelerated cognitive development makes him more aware of moral questions and values and more capable of dealing with them in a relatively sophisticated fashion.

Identify responsibilities associated with a relationship in which mature love exists.

Use case studies to better understand the responsibilities associated with a relationship in which mature love exists.

Invite educators, clergy, extension personnel, etc., to familiarize the class with programs offered which help equip young men and women to become competent husbands, wives, fathers, and mothers.

Discuss examples which illustrate the interest high school boys and girls have in politics and community, national and world affairs.

Brainstorm ways in which families might influence the adolescent's interest in politics and in community, national and world affairs. Consider both positive and negative influences.

Define the following terms: morality, laws, custom. How do they differ? How are they related? How do concepts of morality vary from one culture to another?

Discuss the meaning of the following: If morality is conceived as conformity to group standards, group-accepted moral codes are pointed at achieving a good society. The interpretation of the term "good" may vary among social groups, however.

Brainstorm listing the many differences in codes of morals the adolescent is confronted with (such as differing attitudes regarding the acceptability of smoking, drinking, premarital sex relations, respect for authority, etc.)

Analyze case studies illustrating the confusion the adolescent experiences when confronted by discrepancies in the moral codes to which he is exposed.

Think of examples in which an adolescent's immature emotional behavior causes him to engage in activities which are not in line with his/her generally accepted moral code. (For instance, cheating in an important examination because of need for peer status.)

Interview two or more adolescents to discover their attitudes and thinking toward moral values. Share your findings with those of other class members.

COMPETENCY

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THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	Because social demands upon the adolescent are changing rapidly, a continuing reappraisal of moral values and beliefs is required.
...describe the influence of the family on the adolescent's moral development?	Gaining skill in problem-solving methods is helpful to the adolescent in dealing effectively with increasing challenges.
Can the student...	*Developing a workable philosophy of life that makes sense in today's world:*
...relate an individual's values to his/her self-concept?	In order to find their own identity, adolescents must develop their own values, seek out new experiences, and make their own judgments about them. As the experience of a person increases, he/she gains a deeper understanding of his/her own particular needs, begins to make choices (depending upon what he/she values) and to set goals for himself/herself.
...define philosophy of life?	The adolescent's understanding of his needs, values, and goals are part of his/her philosophy of life, which will continually change as there are new experiences. A philosophy of life involves the development of a system of principles for guidance in practical affairs.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss the effect of newspapers, books, magazines, radio, television and motion pictures on moral development. Consider both positive and negative effects.

Discuss the meaning of the following: The old morality that prescribed standards for sex and sin no longer stands, and it is difficult for anyone to decide the limits of the new morality--if there are any.

Brainstorm the influences of the family on an adolescent's moral development.

Discuss the meaning of the following: A very important but difficult responsibility of adults is to guide the adolescent toward building for himself a high behavior-functioning code of morals, and at the same time encourage him to keep his ideals within achievable limits.

Developing a workable philosophy of life that makes sense in today's world

Discuss the meaning of the following: The kind of person an adolescent becomes and the character traits he gradually develops are rooted in his innate power to profit from his experiences with people and things about him.

Explain the meaning of the following: The swift pace of modern living can interfere with the development of serene and appreciative attitudes.

Collect mottos or maxims that reflect philosophies of life. Discuss with the class how these mottos may reflect personal philosophy.

Discuss: One's philosophy of life includes the ideas of right and wrong which have been developing since childhood.

Debate: The development of a philosophy of life is limited to the intellectually superior, highly trained scholar.

COMPETENCY

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THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...describe the importance of value clarification to the individual who is choosing among alternatives?	The more accurately one perceives his value system, the greater the ease in choosing among alternatives. Ability to state one's own philosophy of life contributes to self understanding and appreciation.
...identify factors influencing an adolescent's religious attitude?	One of the most significant factors of influence upon an adolescent's religious attitudes is the religious atmosphere in the home.
	The adolescent's religious beliefs also tend to reflect his accelerated cognitive development becoming more abstract and less literal.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Participate in a discussion on the importance of the adolescent being able to clarify his/her own values. What may be the result if choices are made with little consideration of values?

As a class prepare a list of factors and influences that contribute to the development of religious attitudes of adolescents. Discuss.

Discuss the religious insecurity which might occur as a result of an adolescent's parents mixed marriage (differing religious faiths).

Discuss: To what extent do the social taboos of a religious group affect individual adjustment to members of other peer groups (such as "no dancing", "no card playing", etc.).

Research ways the church is adapting its traditional organization to meet the personal interests and social needs of maturing young people. Discuss.

Invite a panel of clergy, educators and/or other qualified individuals to discuss trends in the adolescent and his/her religious attitudes.

COMPETENCY

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THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student... ...identify the types of development necessary during young adult years which enable the individual to progress toward self-fulfillment and success with later tasks (i.e., identify developmental tasks)?	Development During Young Adult Years Developmental tasks of young adult years can be summarized as follows: *--Choosing, preparing for, and becoming successfully involved in a vocation* *--Developing avocational interests in greater depth* *--Expanding social relationships* *--Assuming role as a community member* *--Developing management and decision-making skills related to home and family living* *. . . Who Marry* *--Appraising compatibility and readiness for marriage* *--Adjusting to marriage* *. . . Who Become Parents* *--Appraising readiness for parenthood* *--Assuming responsibilities of parenthood* *--Developing a husband-wife relationship beyond the children* *. . . Who Do Not Marry* *--Adjusting to living as a single person*
Can the student...	...*(Choosing, preparing for, and becoming successfully involved in a vocation)* In our society, the young adult is expected to move toward financial independence from his/her family.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Development During Young Adult Years

...(*Choosing, preparing for, and becoming successfully involved in a vocation*)

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...identify personal factors which influence vocational choice?	An important step in choosing a vocation is to discover your abilities, your aptitudes, your interests, your personality characteristics and your general physical condition.
	Personal factors limit a young adult's fields of interest and influence the direction his life-work will take.
	The education a young person has influences vocational opportunities.
	The values one holds influence vocational choices.
	Because almost everyone who earns his living devotes the greater part of his time and energies to his job, his job and how he does it plays a large part in determining whether or not his life is happy, whether or not it is satisfying.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Become familiar with various theories of how and why people choose vocations.

Discuss the meaning of the following: In general, as social class rises, the interest in life planning and the ability to predictably plan one's life increases.

Discuss the meaning of the following: Mobility of one's family is related to the young adult's plans for his life in that upwardly mobile parents tend either to carry their children along with them or to encourage their young people to climb.

Brainstorm as to considerations to be made in deciding whether or not to take advantage of further schooling beyond high school (such as family finances, personal ability, health, etc.).

Read or cite examples of parents who attempt to "over-influence" their children towards a vocation. What might be the possible effects? As a class, suggest what might be the most successful path for parents to follow regarding their children's vocational choices.

Discuss how each of the following could be responsible for faulty thinking of young adults about occupations: 1) The appeal of glamour and adventure 2) Making a choice on the basis of social prestige 3) Trying to please parents or close family friends 4) Failing to consider opportunities for employment 5) The immediate chance 6) Occupations of the future 7) Mistaken aptitudes 8) One-track ambition 9) The mistaken belief that anyone can succeed in anything if he works hard 10) The outdoor fallacy.

As a class, discuss questions related to choosing a career, such as.. Is the amount of money the most important thing to consider in choosing a job? Can one expect to find the perfect job? etc.

As a class, make a list of questions an individual should ask him/herself before becoming involved in a particular job. Will I be happy in this job for many years? What are the possibilities for advancement? What special traits must I have or must I develop in order to go into this work? etc.

Interview adult workers of various ages as to whether or not they would choose their present vocation if they were young adults again. Keep a list of any reasons they give for dissatisfaction and discuss them with the class.

COMPETENCY

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THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...explain the importance of young adult women developing vocational skills?	Although marriage still holds first place in the future plans of the great majority of American young adult women, the development of vocational skills that will serve them through the years is advantageous.
...explain the influence of social and technological changes on the world of work?	Social and technological changes have a constantly changing effect on the world of work.
...identify resources to help the young adult in vocational decisions?	Many resources are available to help the young adult explore various possibilities and to get the training needed for his/her chosen field.
...describe the relationship between education (training) and satisfying vocational experiences?	Education and training improve opportunity for choosing satisfying vocational experiences. Education offers an opportunity to explore vocational possibilities related to the student's interests. The choice of a vocation determines in large measure the amount and the kind of education a young person must pursue.
...identify factors to be considered when preparing for a vocation?	Preparation for a cluster of jobs qualifies one for a wide choice of initial jobs and leads to breadth of opportunities thereafter.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Read case studies of displaced homemakers in order to better understand the need for developing vocational skills.

Research current literature to discover reasons women choose to have a job. Discuss your findings with the class.

Discuss what is implied in the statement ... "When you educate a woman, you educate a family".

Research current literature to find information on the effect of technological and social changes on the world of work. Discuss with other class members.

Identify resources available to help young people find themselves in an occupational field suited to their abilities.

Discover what placement services are available in your community. Is there an employment service operated by your state government? Are there employment services operated by colleges or technical schools, including a service to help find part-time jobs. Are there agencies that specialize in certain kinds of jobs? Report your findings to the class.

Discuss the meaning of the following: Getting an education is especially important today when there are relatively few nonskilled jobs in comparison with the large number of highly skilled occupations requiring specialized training.

Invite a resource person, perhaps from an employment agency or placement office to discuss with the class factors to be considered when preparing for a vocation and personal competencies which relate to success in the world of work?

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	Knowledge of possibilities in various positions and advancement will enable one to prepare for jobs which offer greater opportunities.
	Employment has many immediate satisfactions, but consideration must be given to personal growth and the eventual possibility of such employment.
...identify personal competencies which relate to individual success in the world of work?	There are personal competencies which contribute to the success of the individual in the world of work.
...explain the importance of self-understanding to employment.	Self-understanding may contribute to one's employability.
...describe the relationship between successful family living and successful employment?	The interrelationship of employment and home life can greatly influence both successful family living and successful employment.
Can the student...	...(*Developing avocational interests in greater depth*)
...identify ways avocational interests can promote physical, mental, social and emotional health and growth?	Leisure time activities can promote physical, mental, social, and emotional health and growth.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss how one's personal competencies might contribute to his/her success in the world of work: Consider competencies such as self-understanding, security, effective communication, problem-solving, judgement and decision-making.

Discuss the following questions: Why would an employer want an employee to understand him/herself? How does understanding yourself help you to get along with others. Why is it important to get along with others in your work?

Read case studies which show the effect of employment on home management. Identify the problems. Discuss.

Identify varying home management problems which might be caused by employment. Interview individuals who are employed to determine ways they use resources to manage these problems.

Discuss ways an individual's home management can affect his efficiency on the job.

...(*Developing avocational interests in greater depth*)

Brainstorm to identify the value of recreation and leisure activities to the individual.

Identify different kinds of avocational interests and place them in the following categories: physical, intellectual, solitary, social, creative, spectator, etc. Discuss what needs they might satisfy for an individual.

Consider the effect of too few or too many interests in relation to personal development. Discuss your ideas with class members.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...explain the importance of developing avocational interests in young adulthood that will be enjoyed in later years?	Leisure time interests established early in life are the basis for the kinds of activities that will be enjoyed in later years.
...contrast the depth of avocational interest of the young adult as compared with the child?	Young adulthood often shows a trend toward commitments .. avocations that involve one in depth and are pursued for sufficient time to allow real accomplishment.
...describe the relationship between a variety of avocational interests and social skills?	A variety of interests helps an individual become more interesting to others.
Can the student...	...(*Expanding social relationships*)
...explain the relationship between social success in the past and present efforts in young adulthood?	Social success in the past facilitates success in present efforts. If, for some reason, the young adult did not achieve developmental tasks related to social development during adolescence, it will often be more difficult later on when it must be done in relative solitude, carrying the added burden of feelings of personal inadequacy and social isolation.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Research current periodical literature regarding the importance of avocational interests (leisure-time activities). Report on your findings to the class.

Think of situations which might illustrate the following process that a young adult goes through in developing avocational interests: 1) First, a person undertakes some activity that, in some sense, intrigues the individual. 2) Second, satisfying consequences follow from the activity. 3) Third, feelings of competence and skill also follow, which are themselves satisfying; and 4) fourth, these feelings lead to even greater interest and deeper involvement. Such deepening of interest undoubtedly contributes to the positive self-concept.

Discuss what is meant by the following: A characteristic of the young adult is that the person experiences rewards for doing the activity for its own sake rather than from rewards that may accrue.

Discuss how having a variety of interests helps an individual become more interesting to others.

...(*Expanding social relationships*)

Review the ways an individual's social skills are developed.

Identify various social skills. Review the ways an individual's social skills are developed. Discuss with class members.

Suggest ways a shy self-conscious person might work to overcome these feelings.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...relate social relationships to the development of communication skills?	Through varying social contacts the young adult has the opportunity to develop effective communication skills.
...describe, through example, the growing depth of relationships in young adulthood?	Relationships in young adulthood become more selective and are explored in more depth.
	During young adulthood there is a trend toward a growing empathy with others and deep caring and concern for their feelings.
	A sensitivity and understanding of how things seem to others aids in one's ability to relate to others.
	Dating gives the individual a natural experience in which to develop communication and social maturity with members of the opposite sex.
Can the student...	...(*Assuming role as a community member*)
...identify ways that the young adult is in constant interaction with the community?	There is constant interaction between the community and the individual.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Review communication skills and give examples of ways young adults have the opportunity to develop or improve communication skills through social relationships.

Discuss what is meant by the statement: In young adulthood, relationships become increasingly responsive to the other person's "real nature". Consider how the young adult's relationship with his/her parents often becomes more like that of a friend, relative, or colleague instead of a person trying to break ties of dependency.

Discuss the following: During young adulthood interpersonal relationships become more a relationship with a unique person who is appreciated in his uniqueness, and less a relationship with the projection of one's own fantasies, needs, and search for a sense of identity.

Give evidence to support the trend during young adulthood of a growing empathy with others and a deep caring for their feelings...not simply to one who is deeply loved, but, instead, to the poor, the oppressed, or persons in mental or physical pain. (Examples might include the involvement of the young in the civil rights movement, in the Peace Corps, and in VISTA.)

Brainstorm the many ways or examples of ways that dating might help one develop as an individual.

...*(Assuming role as a community member)*

Brainstorm listing common interactions with the community experienced by young adults.

Interview several young adults asking them to think back through the last two or three days and list all activities which illustrate interaction with the community (from riding the bus to attending a city council meeting).

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...list ways in which accepting citizenship responsibilities contributes to individual development?	Acceptance of citizenship responsibilities contributes to providing a favorable environment for individual development.
...relate the importance to the young adult of being able to exercise freedom of thought in citizenship participation?	The young citizen requires first and foremost in his citizen role, identification with that process of individual freedom of thought which is unique in democratic living.
...explain the relationship between participation in various community groups and growth toward citizenship role?	Taking part in various community associations (social, political, economic), weighing values, helping with decisionmaking, guides the young adult toward citizen participation.
...identify community resources usually available to the young adult?	A part of one's role as a community member is in using resources provided by the community for individual and family development.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss the meaning of the following paragraph:

> The psychologically healthy citizen is one who identifies himself with many sectors of life: family, school, occupation, neighborhood, church, community, the world. In each of these he participates with interest and a feeling of belonging. In each of them he has a stake and therefore a status. Each is a kind of "home base" for him. He draws strength from it and lends his strength to it.

Using the list of individual interactions with the community decide how each was of benefit to the individual...how did they satisfy his basic needs?

Discuss how individual freedoms which are a part of our democratic way of life are basic to successful citizenship participation. (i.e., If an individual knows he will be able to express his opinion and be listened to, he will be more willing to participate.)

Discuss the content of the following: When there is little or no citizen identification among young people, we find that three dangers tend to manifest themselves. One is the simple ignoring of the political sector; indifference. The second is the constant derogation of what is done in that sector: cynicism. The third is the substitution of mass pressure for intelligent identification: pressurism.

Contrast the challenges in the role as citizen that your grandparents probably experienced as compared to the challenges the young adult today experiences. Discuss.

Indicate through example ways young adults grow into the citizenship role through participation in various community activities. (The young woman who, through her local home economics association, becomes involved in community action to fight the energy crisis.) (The young man who, through his church organization, learns facts about slum living in his community and helps take steps to improve the living situation, etc.)

Discuss some of the ways the individual's role in the world of work is of benefit to his/her community (such as improving the economy, raising living standards, reducing social problems, and promoting democratic ideas).

Brainstorm listing community resources which might be used by the young adult.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...*(Developing management and decision-making skills related to home and family living)*
	Individual and family living is built around a physical center, the home, and depends for its success greatly upon how well managed this home is.
	Management contributes to the accomplishment of homemaking tasks with ease, efficiency, and satisfaction.
...explain the relationship between values, standards, and goals and effective management?	Understanding values, goals and standards contributes to satisfaction derived from management.
...describe the role of values in establishing needs and wants?	Values serve as guides for developing goals.
...explain why priorities must often be determined?	When needs and wants exceed resources, priorities must be established so that the more important goals are reached.
...identify personal, family and community resources?	Creative and effective use of personal, family, and community resources contributes to successful home management.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...(*Developing management and decision-making skills related to home and family living*)

Use exercises in value clarification to help identify both individual values and values of others in specific situations.

Make a list of your own personal goals. Relate these to the personal values previously identified.

Read several case studies of varying individual and family values and goals. Identify the values indicated, value conflicts, goals, and goal priorities. Discuss with other class members.

Determine situations in which one's standards may vary. What problem may a person encounter if his standards are rigid? Why may flexible standards be needed? Discuss.

Cite illustrations of common household tasks which point out examples of standards. Identify some standards which can or should be flexible. Explain.

Analyze case studies illustrating the conflict between needs and wants when resources are limited and priorities must be set. Identify the needs, the wants, the goals, and the goal priorities.

Develop a list of individual, family and community resources which might be used in individual and family living. Include human and material resources in each classification.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...give examples of techniques for using time and energy effectively.	Effective management of a home depends on one's ability to organize time and utilize resources.
...explain the decision-making process?	Rational decision-making occurs in a series of logical steps: recognizing the need for making a decision, seeking all possible alternatives, gaining information and knowledge concerning all alternatives, choosing the best alternative, and evaluating the decisions.
...illustrate use of the decision-making process?	The ability to apply management principles in various aspects of homemaking contributes to successful individual and family living.
...solve problems involving resource use?	
Can the student...	...*(Appraising selection of mate and readiness for marriage)*
...identify personal qualities which contribute to stability in marriage.	Personal qualities which contribute to stability in marriage are the qualities which contribute to good interpersonal relationships with others.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Research to become familiar with principles of time and energy management. Share your findings with others in the class.

Interview several young adults who appear to manage their time effectively. What techniques do they use? How do they divide their time among work, activities, social life and personal life? Discuss.

View a visual illustrating the steps in the decision-making process. Work in small groups to solve a given problem following the steps in the decision-making process.

Using a case study analyze the decision-making process used. Were goals reached? To what extent? What changes might have been made in the decision, or in the way it was made or carried out? Discuss with other class members.

Brainstorm identifying management problems young adults often experience as related to consumer decisions, money management, interpersonal relationships, housing, foods and nutrition, clothing and home management. As a class discuss resources, human and material, which might be used to solve these management problems.

Using the list of resources compiled, discuss what effect the availability or scarcity of each would have on home management for the young adult.

Explain the following statement: Inadequate physical housing makes home management a nightmare for many young adults.

Using case study illustrations of management problems of specific young adults, work in small groups to show effective use of management and the decision-making process in solving these problems.

...(*Appraising selection of mate and readiness for marriage*)

Discuss the meaning of the following statement: A person whose single life is rich and satisfying is far more likely to find married life rewarding and worthwhile than is one whose single life is lonely, boring and miserable.

Discuss how the following personal characteristics might affect one's success in marriage: strength of character, flexibility, a sense of humor, an acceptance of the weaknesses of oneself and one's mate, and a strong commitment to a successful marriage.

Brainstorm listing ways one's health, age, and maturity might affect marital success.

Discuss what effect varying degrees of emotional maturity might have on a successful marriage.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	Complementary personalities contribute to marital success.
	Mature love implies an increased capacity to care about the well-being of another person and a realistic acceptance of that person.
...identify ways in which differences in cultural, social, economic and religious backgrounds might affect marriage stability?	Similarity of cultural, social, economic, and religious background of marriage partners tends to increase the chances of a lasting marriage.
	Preparation for successful marriage is facilitated by an understanding of marital adjustments.
...describe factors that should be considered regarding each marriage partner's existing relationships with family, friends or peers.	Each marriage partner should consider the way in which his/her existing relationships with family, friends, or peers might interfere with his new marital relationship and how his marital relationship may affect valuable prior relationships.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Listen to a presentation on the importance of complementary needs in mate selection.

Discuss the following: Certain basic personality needs must be met in order that permanent love may develop.

Define and give examples to illustrate mature love. Share your ideas with other class members.

Discuss the meaning of the following: While the capacity to love presumably exists at birth, the relationships one has in his early years and the culture in which he grows up play vital parts in the actual development of love.

Discuss how the influence of deprivation or distortion of love through the years of growing up might affect the young adult in his/her ability to achieve and gauge the level of mature love needed as a foundation for a successful marriage.

Distinguish between characteristics of social class in our society and predict problems which may arise in interclass marriages. Discuss problems and adjustments which must be made in interracial marriages. Discuss conflicts which may arise when the couple are of different religions. How is educational background related to success in marriage?

Discuss the following: Marriage often involves the breaking of social ties for one or both young people and the forming of new friendships.

Analyze case studies or actual situations in which a "changing of relationships" can be cited.

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...describe the importance of effective communication to marriage stability?	By establishing a mutually satisfying system of communication which will be effective, the couple will increase the chances of a lasting marriage.
...describe the importance of developing a mutually satisfying plan for careers, financial management and home living to enhance marital success?	Developing a mutually satisfying plan for careers, financial management, and home living the couple will enhance marital success.
...describe the importance of an understanding regarding role expectations in marriage?	Since male-female roles in marriage are no longer clearly defined by a generally popular clear-cut system, each couple is free to establish and maintain their own mutually satisfying code of role expectations.
...describe the relationship between one's identity as a couple and one's personal identity in a successful marriage.	During the engagement and early marital period, the couple may find it necessary to revise their ideas and change their behavior, so that they will be able to develop some shared mutual interests. The establishment of a united identity that does not overly conflict with each one's personal identity enhances marital success.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Review or research to become familiar with communication skills.

React to the statement: Communication is a two-way street.

Identify and discuss problems in communication.

Give illustrations of situations in which the communication between young adults is open and healthy...then in which communication is closed and unhealthy. Discuss.

Use case studies or actual situations to illustrate the importance of developing a mutually satisfying plan for careers.

Discuss how recent trends regarding working women show the importance of this step in appraising readiness for marriage.

Interview young married couples to find their views on the importance of considering financial resources before marriage. Discuss what effect parental financial assistance might have on a marriage relationship.

Consider many of the adjustments in home living which young newly married adults will no doubt have to make.

Brainstorm to identify ways social, technological and economic changes are affecting traditional roles of husband and wife.

Discuss possible results of failure of the couple to discuss individual expectations and beliefs about husband and wife roles. Give specific examples you may be familiar with to illustrate this.

Discuss the following: It is wise for the couple anticipating marriage to explore needs that each individual may have as they enter marriage and how these needs may interfere with the self-actualization of both partners and with the growth of the marital relationship itself.

Discuss the meaning of the following: It seems as if the marital bonds themselves stifle the individual growth of each individual.

Since changes in previous interest may often seem to threaten individual freedom, they are potential sources of conflict. Give some examples of such situations that you may be familiar with or make up an example. Share your ideas with others in class.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...describe how differing philosophies of life might interfere with marital adjustment?	Exchanging ideas on what each holds to be his/her philosophy of life and establishing a mutually satisfying agreement in this regard are important to the couple.
...describe the importance of an awareness of each other's attitude regarding sex.	Discussing attitudes toward and having sound reliable information regarding sex prepares a couple for successful sexual adjustment in marriage.
...describe the importance of sound, reliable information regarding sex to marital adjustment?	
...indicate why mutual agreement on family planning is important to positive husband-wife relationships?	The development of a mutually satisfying agreement on family planning is important to positive husband-wife relationships.
...describe the relationship between an awareness of the responsibilities of parenthood and a realistic view of marriage and family life?	Awareness of the responsibilities of parenthood promote a realistic view of marriage and family life.
...indicate resources for professional help in assessing readiness for marriage.	Professional help in assessing readiness for marriage may make a contribution to stability in marriage for couples who realize the need for assistance and are willing to seek it.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Analyze this definition of a creative marriage: A creative marriage is an adventure shared by two people who believe that individual freedom and growth are possible within a marriage, and that it is possible for that marriage to grow as a third entity that spins off greater satisfaction to the individuals in it, who, in turn, strengthen the marriage by their greater resources, strength, and courage.

Collect mottos or maxims that reflect philosophies of life. Discuss.

Through illustrations show how differing values regarding morality, religion, truth, etc., could hinder marital success.

One author states the following regarding premarital sex: "Assess carefully the issues and implications involved, and then make a decision with which you can live." Discuss the merits of his advice.

Research to become aware of some of the problems of one's not having sound, reliable sex information prior to marriage.

Discuss the importance of a mutually satisfying agreement on family planning. What might be the consequences if there is not an agreement. Discuss.

As a class, brainstorm listing various responsibilities of parenthood throughout the life cycle. Discuss how being aware of these gives the young adult a more realistic view of marriage and family living.

Identify resources available to young adults who are at the point of making personal decisions on the basis of the mutuality and potential permanence of their love feelings (such as opportunities for discussion, individual and group counseling, education for marriage, premarital conferences, etc.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...(*Adjusting to marriage*)
...relate an understanding of marital adjustment to marriage stability?	Success in marriage is facilitated by an understanding of marital adjustment.
...identify adjustments in marriage which are commonly required of young adults?	Marriage adjustments are inevitable and take time and effort.
...give examples of a spouse's conscious effort to maintain or improve marital relations?	Happy marriage relationships are dependent on conscious efforts of the marriage partners.
...analyze ways in which cooperation in assuming responsibilities and privileges are related to stability in marriage?	Cooperative efforts in assuming the responsibilities and enjoying the privileges of marriage contribute to stability in marriage.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...(*Adjusting to marriage*)

React to the statement: "The ideal marriage has no need for adjustment."

Identify adjustments which are common to most newlyweds, including: economic, in-laws, physical compatibility, social and recreational activities, religion, etc.

Explore resource materials to determine the kinds of adjustments required in the establishment of family (husband-wife) responsibilities.

Read case studies involving conflicting husband-wife roles. Discuss points brought out.

Discuss the relative importance of sex as part of the total marriage relationship.

Invite a resource person to discuss problems couples have in sexual adjustment.

Have a resource individual, perhaps from a family service agency, speak on the kinds of adjustments that bring people in for counseling.

Research to find information regarding conditions which foster success in a husband-wife relationship, such as trust, respect, responsibility, openness and empathy. Discuss.

Review basic human needs and relate them to the development of trust and respect in a husband-wife relationship.

Brainstorm conditions which foster openness between husband and wife.

Discuss: The empathic person is not there to agree or disagree, but rather to understand without judgement.

Discuss responsibilities a husband and wife have to one another.

Discuss the following: Responsibility cannot be imposed in terms of husband-wife relationships. It can only grow from within, fed and directed by values.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...identify conflicts which typically occur between young husbands and wives?	Elements of conflict which require adjustment are present in all human relationships including marriage.
...give examples of methods of resolving conflict?	Knowledge of techniques for problem solving contributes to resolution of conflict.
...predict results of various methods of resolving conflict?	
...illustrate the use of problem solving techniques in resolving marital conflict?	
...identify sources of professional help in marital adjustment?	Professional help with marital concerns may make a contribution to stability in marriage for couples who realize the need for assistance and are willing to seek it.
Can the student...	...(*Appraising readiness for parenthood*)
...identify factors to help appraise readiness for parenthood.	A couple who contemplate producing or adopting a baby should examine their own reasons for wanting a child and then objectively appraise their own capacities for parenthood.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Brainstorm for ideas of typical everyday conflicts which might occur between husbands and wives.

Review the steps in resolving a problem.

Participate in exercises in resolving conflicts constructively.

Use case studies to explore methods of resolving conflict in marriage through compromise, one person giving in, tabling differences, or quarreling.

Research to find agencies and individuals who assist couples who might be experiencing difficulties in marriage adjustment. Discuss.

...(*Appraising readiness for parenthood*)

Debate: Children are an essential part of marriage.

Discuss the following: Couples who understand their motives for avoiding or wanting children are better prepared to accept the decision.

Brainstorm listing reasons for wanting a child (carry on the family name, signifies financial success, relive one's own childhood, makes them feel "grown-up", etc.).

Consider the implications of the following: Once a parent, always a parent. You cannot divorce a child and you do not cease to be a parent even when your child becomes a parent.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	Emotional readiness and physical maturity for parenthood are conducive to the welfare of both the child and the parents.
...identify physical, emotional and financial adjustments necessitated by parenthood?	Parenthood necessitates physical, emotional, and financial adjustments.
	With the addition of children to the family, adjustments in husband-wife relationships need to be made.
	A reworking of roles and re-evaluation of habit patterns in the home are necessitated by parenthood.
	Pregnancy will demand adaptations in relating to relatives, friends, and others outside the marital circle.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss the following: If every family could be self-actualized, if every child were a wanted child, and if every parent were a good parent, it is not too farfetched to believe that the nations of the world could live in peace with one another, and that all people could freely enjoy life rather than hoping to endure it.

Brainstorm as to the "sacrifices" you foresee necessary after the addition of a child to the family...especially a first child?

Have a class discussion as to whether or not it is wise to have a child in the first year of marriage.

As a class, discuss how mature love between husband and wife better prepares them to anticipate the arrival of a child.

Brainstorm illustrations showing how prospective parents indicate "coming to grips with forthcoming responsibilities" even though some may be "half-hearted" attempts (such as a young man who has been rather noncommittal about church attendance beginning to attend when a child is on the way).

As a class, brainstorm listing many of the adjustments necessitated by parenthood.

React to the concept of the "Pregnant Pair". Discuss your feelings with other class members.

For couples who are both fully career oriented, how might pregnancy force changes in basic patterns, and attitudes, and values.

Discuss the meaning of the following: The more equalitarian husbands are quite willing to make adaptations regarding household tasks and responsibilities without resenting them. The more traditional husbands find it rather difficult to involve themselves in what they call "women's work".

Recall incidences illustrating various types of reactions of friends and in-laws to an announced pregnancy which might create need for adapting. (For example, parents might feel the couple does not have enough money to start a family, etc.)

Brainstorm family (in-law) problems which might arise around the birth of a child. (For example, if husband and wife are of differing religions, a strained relationship might occur regarding the child's future religious affiliation.)

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	With enough time for a couple to make their early marital adjustments, the coming of the first child is less traumatic.
...relate attitudes regarding children and family living to healthy adjustment to parenthood?	Maintain a philosophy of life that includes concern for a new member of the family and provides for a healthy adjustment to parenthood.
...identify resources which help prepare for parenthood and family living?	There are resources available to assist individuals in becoming better prepared for parenthood and family living.
...contrast idealistic and realistic views of parenthood?	Awareness of the responsibilities of parenthood promotes a realistic view of marriage and family life.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Invite a physician to discuss physical and emotional factors associated with pregnancy.

Have a qualified individual speak on adjustments during pregnancy, such as sexual adjustment and communication.

Identify doubts and fears which may be experienced by both husbands and wives during pregnancy.

As a class, discuss what is meant by philosophy of life. Relate philosophy of life to a healthy adjustment to parenthood.

Discuss the content of the following paragraph: While parents have a vital task to perform--to rear children from a state of complete dependency to as complete an independency as their society permits--they begin with many handicaps. They have minimal preparation for the arts and skills of parenthood. Instead, their attention is focused upon their new roles as husbands and wives, their work careers, and their assessment of the extent to which they will allow agencies outside their family (friends, neighbors, playmates, associates, employers, special interest groups, schools, mass media, and the church, for examples) to share in the process of training their children.

Discuss the following: Probably the most important job in the world--that of producing, nurturing, educating and socializing the next generation--is put in the hands of men and women with no training, no qualifications, and no necessary aptitude for the job. Society expects people to have many years of formal education to be physicians, lawyers, psychologists, or engineers, and to serve an apprenticeship to be plumbers, electricians, or bricklayers, but a couple become parents when the woman delivers a baby.

Collect comments from various individuals on their views of parenthood. Distinguish between idealistic and realistic views in determining what one expects of parenthood.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...(*Assuming responsibilities of parenthood*)
...identify responsibilities of parenthood?	Parenthood is a giving, guiding, full-time responsibility that lasts forever.
...relate assuming responsibilities of parenthood with full development of children?	When parents recognize the responsibilities and privileges involved in raising a family, they can better provide for the physical and mental health of their children.
...identify "rights" of children regarding development?	With parenthood comes the challenge of providing for the child the love, care, understanding, and opportunities for development that every child has the right to receive.
...identify responsibilities of parents in meeting basic needs of their children?	To meet the responsibility of rearing children, parents must learn to meet the physical, social, emotional and intellectual needs of their children.

...(*Assuming responsibilities of parenthood*)

Discuss implications of the following statement: One always remains a "child" to the parent, even though he becomes an adult to others.

Discuss the meaning of the statement: "The family is the setting for human development in which each family member has certain rights, privileges, and responsibilities."

As a class, discuss factors which have influenced change in family responsibilities. Identify factors related to family responsibilities which have remained constant for families in present and former generations. Discuss.

Discuss what institutions in the community help the family perform its' functions. Analyze reasons why social agencies have taken over many family responsibilities.

As a class, analyze the following quotation: "The big change in family life in recent decades is in what we, as members, are trying to become. It is no longer enough to make ends meet, or to feed and clothe a child. Today's families in ever increasing numbers are seeking a quality of life for all their members that is truly something new in the history of mankind."

Have a resource person discuss the effect of the socio-economic level on parents' ability to meet parental responsibilities.

Divide childhood into divisions such as infancy, preschool, young school age, early teens, late teens. As a class, brainstorm listing physical, social, emotional, and intellectual needs which occur at these different stages.

Participate in a class presentation or discussion on how the following attitudes would help parents meet responsibilities of parenthood... 1) recognizing the importance of the parent-child relationship from the beginning; 2) recognizing the importance of establishing and maintaining healthful routines for the family; 3) wanting to gain knowledge and skills related to child care; 4) wanting to encourage a child's full development; 5) being aware of present and future costs related to raising children.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...explain the importance of a parent's understanding of the growth process, basic needs and developmental tasks of children in assuming the responsibilities of parenthood?	An understanding of the growth process, basic needs and developmental tasks of children gives positive direction to the guidance of children's behavior and activities.
Can the student...	...(Developing a husband-wife relationship beyond the children)
...identify what is meant by parents developing a life and relationship "beyond their children"?	By developing a relationship beyond their children, parents can strengthen their own relationship and be better prepared to cope with uncertainties of the future.
...identify factors which may affect the ability of parents to develop this relationship "beyond their children"?	
...identify resources for fostering husband and wife companionship "beyond their children"?	Companionship is an important ingredient in successful marriages and can be strengthened as they participate in social and recreational interests together.
...identify future benefits derived from developing a relationship "beyond their children"?	

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Invite a resource person to discuss the importance of a parent's understanding of growth processes, basic needs, and developmental tasks of children.

Discuss how sections of this particular course would be beneficial to parents in helping them assume parental responsibility.

...(*Developing a husband-wife relationship beyond the children*)

Read case studies which indicate that a relationship "beyond the children" was not developed? Discuss the results and implications.

Discuss how the following might affect a husband-wife relationship...
a mother who centers most of her time and interest on her children.

Think of ways parents' ability to develop this companionship might be hindered. (For example, a husband and wife in the lower socio-economic level who have a large family may lack the time, energy, and money to pursue interests together.)

Brainstorm ways a husband and wife foster and continue this relationship "beyond the children" (such as giving each other the encouragement, reassurance, support, and appreciation desired by any individual; enjoying joint activities together; sharing participation in hobbies, friendship groups, and community projects as a pair).

Discuss the implications of the following statement: Fathers and mothers who successfully launch their children into the world are usually those whose emotional lives do not revolve around the continuing dependence of their children.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...(Adjusting to Living as a single person)
...illustrate changing attitudes about the single person?	Singleness may be a freely elected choice from several important life options. The increasing number of single adults has societal impact. Singleness is an experience that is by no means unique, or deviant, or accidental. It can be planned, chosen, adjusted to, and enriched through personal self-direction and collective action.
...identify reasons some persons choose to remain single?	Persons may choose not to marry for a variety of reasons. The assets of singleness include the autonomy in making life plans, and the relative freedom from conflicting demands of work and home life. Many young adults opt for a period of personal freedom before settling down to the responsibilities of marriage and family life.
...list some of the special adjustments of single persons in our society?	Being single in a marriage and family oriented society requires special adjustments.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...(*Adjusting to living as a single person*)

Brainstorm listing some of the prejudices that have been shown toward single individuals, usually women, in terms of labels and attitudes (such as "old maid", unmarried, etc.).

Discuss the meaning of the following statement: For some, being alone is wlecome solitude, for others it is unwelcome loneliness.

Discuss implications of the following in terms of societal impact: "Today's singles constitute a vast market for a wide variety of goods and services, ranging from single-occupancy dwellings to coed apartment house complexes, to dating services, concert tickets, travel clubs, not to mention one-cup percolators and TV dinners."

Discuss and evaluate your attitudes toward the single adult.

Listen to a panel composed of single persons, male and female, discuss their feelings about being single. Discuss.

Discuss the implications of the following: There are more unmarried young adults in the population now than formerly, primarily because more of them are postponing marriage until a later time.

Collect newspaper clippings which reflect society's attitudes toward the single person. Discuss: Why do people often seem to push the unmarried into marriage.

Identify some of the factors that have led to the changing attitudes regarding being single (such as the growing fragility of marriage ties, the emphasis on new social and work roles for women, etc.). Discuss.

Discuss how societal biases tend to affect single women more than single men.

Discuss problems a single adult may have in adjusting to being single. How does one's self-concept affect adjustment to the single status?

Interview various single adults. What problems have they encountered as a result of being a single person. Discuss.

COMPETENCY

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THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	Developmental Tasks During the Middle Years
...identify the types of development necessary during the middle years to progress toward self-fulfillment and success with later tasks (i.e., identify developmental tasks)?	*--Continuing self-enriching pursuits (vocational and avocational)* *--Assuming social and civic responsibilities* *--Adjusting to physiological changes* *--Preparing for later years* *--Adjusting to Aging Parents* *--Continuing parental responsibilities and adjusting to departure of offspring* *--Furthering growth of husband-wife relationship*
Can the student...	...*(Continuing self-enriching pursuits (vocational and avocational)*
...explain the meaning of the concept "taking inventory" -- regarding accomplishments and resources for the future?	The middle years are often a time of taking inventory, assessing what they have accomplished and what resources they have with which to face the future.
...relate vocational concerns to the discrepancy between earlier goals and actual achievement?	Individual concerns relating to their job often lie in the discrepancy between earlier dreams and actual achievement.
...explain the importance of setting realistic goals?	The wise individual who realizes the limitation of his abilities, adjusts by setting more realistic goals and adjusting to these reduced life goals.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Developmental Tasks During the Middle Years

As a class, discuss the implications of the following statement: Whatever the handicaps of middle age, they do not appear to be any more formidable than those which confront any other phase of the life cycle.

...*(Continuing self-enriching pursuits (vocational and avocational)*

Brainstorm listing resources middle aged persons have with which to face the future.

Read case studies illustrating how one's concerns relating to their job often lie in the discrepancy between earlier dreams and actual achievement.

Discuss the idea of one's vocation as "a self-enriching pursuit". Identify through illustrations cases where one's vocation was not self-enriching. Discuss reasons why.

Gather data from middle aged persons regarding the accomplishments they feel they have achieved. Share your findings with the class. Discuss implications.

Read case studies of individuals who for various reasons are dissatisfied with their vocation. Analyze the situations and suggest possible courses of action. Are there unrealistic goals involved here?

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...identify reasons many women join the working force in middle-age?	The majority of middle-aged women are employed; some have been working for many years; others are newcomers to the working force.
...explain the value of prioritizing values as related to the dual role of homemaker and wage earner?	Understanding the interrelationship of employment and home life may contribute to a more satisfying decision regarding whether or not both husband and wife work.
	During middle years people often find themselves with more leisure than they have known in the past.
...list advantages to expanding interests beyond the vocational role?	Expansion of interests beyond the work role in life provides a broader dimension for living for the middle-aged person.
	Middle-aged individuals are interested in leisure-time activities that give a measured satisfaction, and that can be developed into central sources of interest and pleasure during the years to come, when leisure hours may become even greater.
	Creative activity in the arts, music, literature, sports, writing and volunteer work gives many individuals a sense of accomplishment that is not contingent on monetary award.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Brainstorm listing reasons middle-age women work outside the home.

Have class members interview middle-age working women as to the reasons they are working. Find out what satisfactions they are receiving from being a "working woman", and what problems do they encounter because they are working women.

As a class, list or discuss ways employment and family life are interrelated.

Simulate discussion by a couple as they determine whether or not the wife should accept employment outside the home, bringing out the management adjustments to be made and satisfactions anticipated.

Discuss how social changes have provided middle years people with more leisure-time than in the past.

Review basic human needs. Discuss how self-enriching pursuits of middle-age persons are related to basic needs.

Discuss the meaning of the following: "The wise individual, balances his/her program of leisure activities with active and passive, collective and solitary, service-motivated and self-indulgent pursuits.

Read case studies of middle-age individuals and analyze needs being met through self-enriching pursuits.

Interview happy active elderly people in order to discover self-enriching pursuits that they experienced as middle-aged persons and which have continued as a special interest.

Invite a group of individuals in their middle years to discuss satisfactions gained through widening contacts in the community.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...(*Assuming social and civic responsibilities*)
...list ways involvement in social and civic responsibilities benefits the individual?	Society makes its maximum demands upon individuals during their middle years for social and civic responsibility.
...list reasons why society relies on middle-age persons for many social and civic responsibilities?	The obligations of citizenship lie most heavily upon middle-aged people since they are at their peak of influence and still possessed of great energy.
...relate the acceptance of social and civic responsibilities to social class differences?	There are wide differences between the various social classes in America in their definition of and acceptance of this task.
Can the student...	...(*Adjusting to physiological changes*)
...identify physical changes which occur during middle age?	The biological changes of aging make themselves known during the middle years.
...identify psychological problems associated with physical changes during middle age?	There are no mental or physical slippages which should mean any significant handicap for middle age. Middle age does, however, have some special handicaps of its own, chiefly man-made! Middle-age persons often experience emotional and cultural anxiety about growing older.

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...(*Assuming social and civic responsibilities*)

Identify citizenship responsibilities any adult citizen is expected to assume.

Brainstorm listing types of civic responsibilities middle-age men and women often become involved in (church, social service organizations, political groups, etc.)

As a class, list benefits middle-aged individuals derive from participation in social and civic responsibilities.

As a class, analyze why obligations of citizenship responsibilities seem to lie most heavily on middle-aged persons.

Discuss the meaning of the following statement: There are wide differences between the various social classes in America in their definition of and acceptance of social and civic responsibilities.

...(*Adjusting to physiological changes*)

Discuss physical manifestations of middle age which can often be observed (such as change in vision, gray hairs begin to appear, physical energy seems to be exhausted sooner, facial skin shows sagging, body accumulates fat more readily).

Discuss the meaning of the following: What middle-agers lose in stamina and in the ego picture of themselves as their physique changes, they can gain in experience, maturity, and wisdom.

Research to find books, articles, etc., which give information and/or examples of anxiety experienced by middle-aged persons regarding growing older.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...describe a realistic attitude regarding physical changes in middle age?	Physical changes do compel the middle-aged individual to develop a new perspective on their lives and personal priorities.
...relate knowledge of aging to healthy adjustment to physical changes?	To a limited extent, knowledge about the physiology of aging would probably help people to adjust to the changes which their bodies are undergoing.
...relate maturity to healthy adjustment to physical changes?	Mature adults in middle life are able to accept the reality of a reduced capacity of bodily function, not becoming obsessed with restoring youthful vigor of appearance, but learning to make the most of their potential.
...describe the significance of menopause in adjusting to physiological change?	Menopause is a biological change that may have important psychological implications for the individual woman.
	How well a middle-aged woman adjusts to menopause depends on her success in adapting to its inevitable changes.
...identify resources available to help middle-age women adjust to menopause?	Both medical and psychological supports are available for the middle-age woman having difficulty adjusting to menopause.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

For the mature adult who accepts the reality of physical changes of the body, what resources are available to make the most of his/her body's potential (for instance, cutting down on food intake, participate in a program of moderate exercise, etc.).

Read case studies of, or suggest situations in which middle-aged persons have adapted to physical changes.

Discuss the meaning of the following statement: Aging is both a physical and a socio-psychological phenomenon.

Read case studies illustrating the emotional and cultural anxiety middle-age men often experience in relation to growing older. Discuss.

Discuss the meaning of the following statement: Some middle-aged adults attempt to recover the physical vigor of earlier years by becoming obsessed with the care of the body.

Invite a gynecologist to speak to the class on "fact rather than fiction regarding menopause."

Read case studies regarding various middle-age women and their adjustments to menopause.

Discuss implications of the following: Research indicates that those women who have been competent with their developmental tasks of early adulthood seldom experience anything other than mild physical discomfort for a brief period around the menopause.

Invite a qualified individual to discuss both medical and psychological supports which are available to women having difficulty with adjusting to menopause.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...identify anxieties related to sex life of the middle-aged couple?	One particular problem of the middle-aged group is the resolution of anxiety concerning sex.
...suggest guidelines which middle-aged couples can use in order to continue a fulfilling sexual relationship?	When each partner understands the anxieties the other is experiencing, they are more likely to mutually support one another than to become alienated and disillusioned about their marriage.
...relate being physically fit during middle-age to one's self-image?	Attempting to keep oneself physically fit often improves self-image and a better feeling physically for the middle-aged individual.
Can the student...	...(Preparing for later years)
...relate preparation for later years to fulfilling basic needs?	Preparing for later years involves considering future needs and resources available to meet those needs. Choice of interests in life that keep pulling toward the future help prepare for the future.
...identify ways in which middle-aged persons can prepare for later years?	Planning financially for the later years is highly motivated during middle age. Knowledge of the full state of their financial affairs is important to the husband and wife in preparation for the future.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Research to better understand anxieties experienced by many middle-aged persons regarding their sex life.

Analyze how basic conditions fostering good relationships (trust, respect, responsibility, and openness) are important in helping a middle-aged couple adjust to any anxieties regarding sex.

Discuss through examples how being physically fit at middle age is related to a positive self-image.

...(Preparing for later years)

As a class, review basic needs. Discuss how preparation for later years relates to basic needs.

Brainstorm listing many of the problems that people have in their later years. Discuss whether or not these could have been helped or avoided if certain steps had been taken earlier in life.

Invite a banker, an investment broker, and/or social security person to speak on money and retirement as a means of helping the class understand the importance of planning for financial security in the later years.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	Planning for old age should include recognition of the fact that the average age at which men die is lower than the average age at which women die.
	Having one or more close confidants besides one's spouse is wise in preparing for the future.
	The type of health care, diet and exercise an individual has had during middle age will certainly have some effect upon his health as an elderly person.
	A person is wise to balance active with sedentary leisure interests; to enjoy both solitary and social hours; and, in general, to use leisure in ways that refresh and renew one's outlook on life.
	Developing mental flexibility and fighting mental rigidity helps the middle-aged person live more fully by being open to new ideas and evaluating outmoded ways of thinking.
Can the student...	...(*Adjusting to aging parents*)
...identify problems associated with the care of aging parents?	Sometime during these middle years of the life span, individuals are typically faced with providing some form of care for their aging parents.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Review basic needs individuals have which involve other individuals. Relate these ideas to preparing for social needs furing later years...consider experiences that the elderly have relating to social needs, such as loneliness, loss of a spouse, etc.

Invite a qualified individual to discuss preparation for later years as far as one's health is concerned. Include emphasis on health care (such as physical and dental examinations), diet, exercise, and mental health.

As a class, discuss how developing mental flexibility and fighting mental rigidity will help the middle-aged person cope as he/she grows older.

...(*Adjusting to aging parents*)

Discuss the meaning of the following: There are many variant relationships of middle-aged persons to their aging parents in American society.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	A general understanding of the inevitable changes at work during old age is an essential element in the adult parent-child relationship.
...identify through example physical, emotional, and social needs aging parents have?	The problems that aging parents are struggling through represent a stage of human development that is relatively normal, predictable, and understandable.
...identify ways some of the common physical changes affect aging parents?	Being able to view a parent's physical, emotional, and social needs within the larger context of aging is a challenging, but positive step in equipping one to reduce not only their own distress over a parent's problems but also the distress he or she may be experiencing.
...explain the effect of social change and family organization on relationships between old and middle-aged?	Much of the conflict between old and middle-aged is due to contemporary social changes and types of family organizations resulting from these changes.
...illustrate through examples problems which occur in attempting to meet the needs of one's aging parents and the needs of one's immediate family?	Many middle-aged people find themselves quite unprepared for the real and often destructive feelings of anxiety, confusion, and guilt that they experience because of their parents' difficulties.
	The overall answers to the problems middle-aged persons have regarding their parents have to reflect a balance between the needs of the parents for care and attention and one's own needs for living his/her life with minimal guilt and maximum peace of mind.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Research to find information regarding factors which lead to complex problems for the elderly, such as lack of adequate social services, the increased longevity accompanying medical progress, the difficulties of moving grandparents into today's small homes, the rapidity of social change that widens the generation gap, the financial burdens, etc.

Brainstorm listing physical, emotional and social needs that aging parents experience. Discuss.

Using case studies as the basis for discussion, discuss how knowledge of the aging process will be beneficial to the adult child in helping and adjusting to his/her aging parents.

Identify social changes which may affect conflict between old and middle-aged family members (such as rural to urban transition, foreign to American culture, upward social mobility, etc.).

Discuss how various social classes and families have different ways of viewing the task of caring for their aging parents.

Discuss the meaning and implications of the following: One of the typical binds that adult children find themselves in is the feeling of being "caught in the middle" between problems of growing children and problems of aging parents.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...suggest guidelines that can help in one's relationship with aging parents?	Prolonging the independent functioning of one's parents by whatever combination of means necessary will be advantageous to the adult child and the parent.
...identify resources helpful in dealing with problems regarding aging parents?	There are community and neighborhood resources which can be made use of in helping with problems regarding aging parents.
Can the student...	...*(Continuing parental responsibilities and adjusting to departure of offspring)*
...list parental responsibilities assumed by parents during middle years?	As young adults begin to take on more real responsibility for their own and for the family's welfare, the parents play the complementary roles of letting go and standing by with encouragement, reassurance, and appreciation.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Research to find guidelines that can help in one's relationships with his/her aging parents.

Discuss the meaning of the following: A sense of personal identity is the most precious possession any human being has...and when that is taken away, life becomes meaningless.

Discuss the meaning of the following: Where an elderly person lives is not so important as how he or she feels about it. For some, institutional living is a prison sentence, a total loss of personal identity and freedom of choice. For others, some kind of institutional, communal living provides an opportunity to make new friends, develop new talents, try new activities.

Listen to a panel of middle-aged individuals discuss satisfactions gained through strengthening family ties. Discuss specific and intangible ways grown children can help parents achieve satisfactions at this time.

Discuss the meaning of the following: The wish to protect an elderly person who's still reasonably healthy, but becoming a bit senile is certainly natural and loving. Often, however, it's the last thing an older person wants or needs.

Discuss the merits of the following suggestion: The key to successfully coping with aging is to search out the remaining strengths and build upon them.

Invite a resource person to discuss community and neighborhood resources for helping the elderly. As a class, suggest guidelines for helping adult children assist aging parents in finding satisfactory supports for their needs.

...(*Continuing parental responsibilities and adjusting to departure of offspring*)

Discuss the meaning of the following: No matter how abrupt it may seem, the departure of the young person from his home is actually the culmination of a process that has been going on through the years.

Review parental responsibilities often assumed when parents are in their middle years.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...give examples of help and support given after grown children marry?	A great deal of mutual support and help continues between generations after grown children marry.
...state reasons why adjustments are necessary when offspring leave home?	The departure of their offspring often leaves parents feeling alone and forced to accept the necessity of developing new roles and relationships for themselves.
...relate maturity of parents to adjusting to the departure of offspring?	Fathers and mothers who successfully launch their children into the world are usually those whose emotional lives do not revolve around the continuing dependence of their children.
Can the student...	...(*Furthering growth of husband-wife relationship*)
...identify problems in husband-wife relationship associated with the middle years?	The middle years of life can be a continuing, growing intimate relationship between husband and wife.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

As a class, discuss problems which can occur in the parent-child relationship after the child marries. How might these problems be helped or eliminated?

Research to contrast characteristics of the average woman when her last child leaves home now as compared to the past. (For instance, statistics show that in 1890 the average woman was a widow before her last child left home. Today the average woman can expect about 15 years of marriage after her youngest child has grown up and left home.)

Discuss the implications of the following: Parents at this stage are breaking the patterns and habits of two decades.

Using case studies compare situations in which parents have successfully adjusted to the departure of their offspring with parents who have not been successful in this adjustment. Analyze these situations and suggest guidelines for successful adjustment.

...(*Furthering growth of husband-wife relationship*)

Explain the meaning of the following: It is in middle age that husband-wife relationships are really tested.

Discuss characteristics of middle-aged couples which often alienate them and perhaps lead to separation and divorce.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...identify husband-wife adjustments related to the children leaving home?	Certain adjustments will take place between husband and wife after the children leave home.
...explain how preparation for this period of life facilitates any adjustments in husband-wife relationships?	Husbands and wives who have anticipated the "ebb and flow" of generational life can be and have been ready to refocus their attention upon each other.
...give examples illustrating the importance of mutual respect and esteem of marriage partners?	In marriage, each partner needs respect and esteem from the other person and renewal and replenishment is particularly important during the middle years.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Brainstorm to list resources to help the family during this period of financial stress...(such as husband working overtime, wife in the labor force, young adult with job, perhaps part-time...float a loan, borrow on one's life insurance, increase mortgage on one's home, etc.).

Identify various financial "drains" experienced by couples in middle age (such as helping pay for a college education, helping to launch a career, lending financial assistance when children get married, etc.).

Discuss the following situation and its implications: "For a while it was touch and go for us after the kids left. We quarreled along and seriously considered divorce. Finally we decided we had to let go of some old ways of being dependent on each other. In a way it's been a painful experience, this growing apart in different ways while staying together. But it can be done."

As a class discuss what effect physical and psychological characteristics associated with middle age might have on husband-wife relationships.

As a class, discuss the importance of one of the developmental tasks of the young married adult, developing a husband-wife relationship beyond their children, to successful adjustment during the middle years when the children are gone.

Research, then discuss ways that marriage partners can take preventive action earlier in life so as to not have to make great adjustments in their relationship during the middle years.

Invite a qualified individual to discuss the importance of mutual respect and esteem of marriage partners particularly during the middle years.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...suggest steps which middle-aged couples can take in strengthening their relationship?	Just as they entered into marriage and parenthood, the newness of resuming husband and wife roles can be an attractive challenge to a couple.
...relate a satisfying sex life to a strong marriage relationship?	The understanding cooperation of middle-aged husbands and wives in continuing their active sex life is important in safeguarding the vitality of their marriage. When they have a mature appreciation of sex, and of each other, a middle-aged couple may become capable of an active sex life that is far more deeply satisfying to both partners than that which they experienced in their earlier years together.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Participate in class discussion as to why the relearning of husband and wife roles can be a challenge.

As a class, suggest, through specific examples, ways in which the husband and wife relationship can be strengthened during the middle years.

Invite a qualified individual to speak on the relationship between the sex life of a middle-aged couple and the safeguarding of the vitality of their marriage.

COMPETENCY

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	Developmental Tasks for Aging Adults
...identify the types of development necessary for aging adults to progress toward self-fulfillment (i.e., identify developmental tasks)?	--*Caring for oneself physically* --*Continuing self-enriching pursuits* --*Maintaining family contacts and responsibilities* --*Adjusting in relation to retirement and/or changes in income* --*Establishing satisfactory living arrangements* --*Accepting necessary dependency* --*Adapting positively to the certainty of death*
Can the student...	...(*Caring for oneself physically*)
...explain how biological aging occurs at different rates in different people?	Biological aging occurs at different rates in different people resulting in an older population that is very heterogeneous in terms of symptoms of senescence.
...give examples of physical changes which are common to most aging persons.	As they get older, most people begin to notice impairments in their sight and hearing and their other senses also become less efficient. Due to declines in the efficiency of the central processes, perception, reaction time, speed and accuracy of response, and complex task performance all suffer somewhat as aging progresses.
...illustrate how many physical and psychological changes experienced by older people are more of an inconvenience than a true handicap?	While older people do undergo certain significant physical and psychological changes with age, most older people find these changes more an inconvenience than a true handicap. In spite of the changes which occur, most older people maintain their psychological skills at levels quite acceptable for adequate everyday functioning.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Discuss "stereotypes of aging" bringing out some examples. What might be the possible effect of these stereotypes.

Discuss the implications of the following statement: Society's prejudices indoctrinate us before they hit us. (How many twenty-year-olds realize that sexual capacity and normal intelligence are lifelong in healthy humans?)

Research to find changes in the environment and general climate of aging predicted by authorities on aging.

Identify problems an older person faces that are special to his "growing old"...identify problems an older person faces which are general ones... in common with other age groups.

...(Caring for oneself physically)

Research to find what is known about senescence (biological aging). What biological changes take place in aging? What major social factors operate alongside the process of senescence to produce the results we see in the older person?

Interview elderly persons who are not hospitalized or in nursing homes, to discover what effects the "biological aging" has had upon their lives. Report your findings to the class. Discuss.

Discuss the meaning of the following statement: Although an individual need not like his own personal or social circumstances as he grows old, he must not deny the reality of certain limitations, if they exist for him.

COMPETENCY

THE HOMEMAKER WILL APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR
THE HOMEMAKER WILL ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS

SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...give examples of myths regarding sexual problems in later life?	Sexual problems in later life stem very often from the influence of various myths about the effects of age on sexual capacity, cultural norms which lead people to avoid sex when they get older, and fear of failure among older men.
...list ways the aging person can care for himself/herself physically?	Maintaining good health practices in diet, exercise, prescribed routines, and regular health check-ups and care benefit the aging individual. Health programs for older people stress periodic examinations, accident prevention, nutrition, and exercise.
...relate one's physical fitness and good grooming to self-concept?	Keeping fit and attractive through good grooming and healthy pride in one's appearance has a positive influence on one's self-concept.
Can the student...	...(*Continuing self-enriching pursuits*)
...relate self-enriching pursuits of the aging to satisfaction of human needs?	Self-enriching pursuits of the aging can help satisfy human needs (to belong, to be loved, to be needed and esteemed) which do not decrease with age. Assuming the absence of disease and social adversity, older people remain actively concerned about and involved in their personal and community relationships. The most important factor in maintaining mental skills into old age seems to be an environment which allows the mental faculties to be constantly exercised.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Read to find myths that exist regarding sex life of aging individuals. What information is there to show that these are myths? Discuss implications.

Invite a nutritionist to present dietary needs of the aging and tips on planning menus to meet these needs.

Invite a qualified individual, perhaps a nurse or doctor, to discuss how the aging individual can best care for himself/herself physically.

As a class, discuss how one's physical fitness and grooming might affect that individual's self-concept.

...(*Continuing self-enriching pursuits*)

Discuss implications of the following: Just as muscles atrophy with lack of use, minds, hearts, and spirits die a slow death if they are not fed.

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...give specific examples illustrating human needs of aging satisfied through self-enriching pursuits?	Leisure can be one of the greatest sources of continuity for the individual across the life span, if one has realized early in life that leisure activities are an important part of life.
	Leisure time without the opportunity or resources to fill it with worthwhile activity becomes more of a burden than a blessing.
	In order to maximize opportunities for leisure, the key requirements seem to be having enough personal income, being in close proximity to friends and relatives, and having transportation to take advantage of existing community facilities.
	As other individuals, elderly people need to be active and participating members of a group and must be made to feel that they have a meaningful role to play.
	Groups that provide wholesome opportunities for recreation help the aging maintain their physical health, fill their free hours constructively, and open new ways to happiness and companionship.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

As a class, discuss ways that older people, mobile or not, can be helped to continue a former interest or hobby.

Invite a qualified individual from your community to discuss recreational programs available to the elderly...have this person discuss how contacts are made, what facilities are provided, what finances support the program, etc.

Institutional programs in recreation should be constructed with the idea in mind that personal development can be as important as entertainment to older people.

Explain the following: The variety of leisure participation by the aging is limited by physical, financial, and transportation factors.

Suggest ways elderly persons can be led to continue reading, such as giving them easily handled magnifying glasses, large print books, a holder for books, magazines and papers, etc.

Brainstorm suggestions for helping the aging to hold on to or continue to develop strength through faith, beliefs or religion (such as doing all you can to keep an older person in contact with such faith, being sure they have literature of their faith, etc.).

Make a list of educational opportunities and recreational facilities available in your community for self-enriching pursuits of the aging.

Using readings or case studies, discuss how the people in the stories react to feelings of being unappreciated, deprecated, or rejected.

Using different characteristics of aging persons, compile a list of activities suitable and stimulating to the aging person. Share your ideas with others in the class.

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	There are many areas of usefulness in which the older person can function and, when interest is aroused, can be a community gain.
Can the student...	...(*Maintaining family contacts and responsibilities*)
...give examples showing the value of family contacts and responsibilities to the aging person?	Many older parents with adult children tend to see their children often and to regard these as their most important relationships. Grandparenthood is and will remain as basic a human learning experience as is parenthood, both for the child and the grandparent.
...list advantages of grandparenthood both to the grandparent and the grandchild?	In the grandparents' search for a meaning to life, the grandchildren represent their tie to eternity—a part of them that continues in the stream of life after they have gone. Grandparents relive the memory of their own childhood and early parenthood while observing the growth and development of their grandchildren, giving them an opportunity to develop understanding, empathy, integration and wisdom that come only with age.
...show through illustration how the sibling role often becomes more important in later life?	The sibling role seems to be more important in later life than it is in middle age, particularly as a substitute for lost friends and spouses.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Brainstorm listing ways aging individuals might benefit a community through their activities. Discuss.

...(*Maintaining family contacts and responsibilities*)

Invite a panel of elderly individuals, both male and female, married and single, to discuss the importance of family contacts and responsibilities to them. How do these contacts meet the needs of the elderly and how do these contacts meet the needs of their family? Discuss.

Discuss the meaning of the following: Family memorabilia can form the basis for a fascinating bridge over the generation gap.

Think of situations you are aware of where brother and/or sister relationships have become more important in later life. How are these brothers and/or sisters meeting each other's needs? Discuss.

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
Can the student...	...(Adjusting in relation to retirement and/or changes in income)
...relate adjustment in retirement to the achievement of developmental tasks in the preceding stages of life?	Adjustment to retirement reflects the achievement of developmental tasks in the preceding stages of life. Preparation for retirement should emphasize the financial facts of life, health care information, and ways to develop interests other than work.
...relate changes brought about by retirement to basic needs, particularly psychological needs?	Because efficiency and productivity are regarded as virtues in our society, the individual involved in forced retirement often has a feeling of not being needed, of worthlessness.
...identify financial adjustments which often are needed in later years?	Reduced income remains the most serious problem accompanying retirement. The primary importance of financial resources to older people lies in the influence of money on the range of alternatives an individual has in attempting to adjust to aging.
...suggest possible resources related to income problems of the aging?	Income for older people comes primarily from earnings, assets, and social security. With the increase of life-long savings plans, pensions, and social security, income is less and less a serious problem for the aging, except for those who have long endured poverty, lack of education, or unemployment, or who are physically handicapped.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

...(*Adjusting in relation to retirement and/or changes in income*)

Identify the many changes in life style brought about by retirement. Discuss.

Research to be able to discuss why the Protestant work ethic inherent in the American value system, is somewhat responsible for the social "situation of the aging".

Identify and discuss the various stresses created by forced retirement.

Read case studies of individuals who have successfully, or unsuccessfully, adjusted to retirement. Discuss.

Discuss examples illustrating the challenge of living on a fixed income under inflationary conditions, bringing out the effect of rising property and medical costs along with others.

Discuss how the inflationary conditions existing today affect older people.. even those who do not live in poverty..(medical costs, taxes, health care expenditures, property costs).

Read recent periodical literature regarding the income picture for older people, in general. Report your findings to the class.

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
	Possible strategies for attacking the income problem for older people include opening up more employment opportunities for older people, encouraging people to save more, expanding private pension coverage, and expanding social security.
	For many, economic difficulty and deprivation accompany forced retirement.
	The constraints of poverty often result for the aging in a hopeless, stifling existence in place of what might be the most satisfying period of human life.
Can the student...	...(*establishing satisfactory living arrangements*)
...relate satisfactory living arrangements to individual needs?	An understanding of the influence of living arrangements on individual needs will help in the establishment of a more satisfactory situation.
	Suitable living accommodations are necessary for the well-being of people of all ages; however, they are even more crucial for older persons because of the proportionately greater amount of time they are likely to spend there.
...give examples showing how household routines can become a burden for aging individuals?	Successful interpersonal relations can be crucial to successful living arrangements.
	Living arrangements are more satisfactory when they are such that household routines can be carried on without undue burden.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Invite a qualified individual to discuss sources of income for older people. What strategies are there for attacking the problem of older people who are poor.

Discuss the meaning of the following statement: The primary importance of financial resources to older people lies in the influence of money on the range of alternatives an individual has in attempting to adjust to aging.

...(*Establishing satisfactory living arrangements*)

Research to find information on housing problems for older people. Write a summary of your findings in the form of recommendations.

Make a list of factors which should be considered in evaluating the adequacy of housing for the elderly. Share your ideas with others in the class.

Discuss implications of the following: For many older persons there is a considerable disparity between their housing preferences and the actual circumstances in which they live.

As a class, discuss how one's needs regarding interpersonal relationships are crucial to successful living arrangements...consider the person who prefers to be alone and those who need a great deal of social interaction.

Discuss as a class and show by example how housing that may be perfectly adequate for the young may not suit the needs of the elderly.

List advantages and disadvantages involved in an older parent living with a son or daughter (and family).

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...explain the effect of an individual's health situation on living arrangements?	Living arrangements for the aging are often the result of fitting physical arrangements to the health and economic situation.
...explain the effect of an individual's economic situation on living arrangements?	Older people with spouses or living children and adequate financial resources can usually avoid entering a nursing or personal care facility.
...identify problems associated with nursing home living?	Adjustment to nursing homes is made difficult by the negative stereotype most people have, the isolation of the home from the community, the weakened condition of the residents, loss of independence, and often widowhood.
Can the student...	...(*Accepting necessary dependency*)
...give reasons why older people often have a strong desire for independence?	A strong desire for independence has been found to be typical of older people. Motivation for independence in older people sometimes comes from the pride of being self-sufficient, sometimes from a desire to avoid burdening others, sometimes from a fear and mistrust of others, and sometimes from a desire to defend an unrealistic concept of oneself. Becoming increasingly dependent, financially or for personal care, upon relatives is not easy for any of those concerned.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Research to find the types of accommodations which are available for older persons.

Discuss the implications of the following: Housing problems of the elderly derive basically from economic problems.

...(*Accepting necessary dependency*)

Discuss the meaning of the following statement: Relationships which are based on dependency have negative aspects for both those that are depended on and those that must depend on others for need fulfillment.

Using readings or case studies, identify situations of reduced independence, increased dependency or the need for help.

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...suggest ways an individual's negative reaction to dependency might be reduced?	Even in the institutional setting, the individual's negative reaction to dependency may be reduced by respecting his desire for independence by giving him as many choices as possible.
	Individual choice in the important things, such as odd jobs in the institution or leisure pursuits, must be respected if the individual is to adjust to the degree of dependency found in most institutions.
	The hardest dependency to accept is usually that which involves public sources...any care that is given by strangers.
Can the student...	...(*Adapting positively to the certainty of death*)
...describe how the threat of death affects some individuals?	For the older person, the real threat of discontinuity of life itself colors his view, affects his time perspective, and the planning of his daily life.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Ask someone from the social services department to talk about services available to the aged in the community.

Discuss the following suggestion: When public care is necessary, try to think of it or explain it as a just due to an aged person who has been as good a citizen as possible.

Discuss ways in which one might help make the situation more bearable for an elderly person who is under public care (such as checking carefully on its quality, providing small attentions, such as mail, or personal visits, etc.).

...(*Adapting positively to the certainty of death*)

Discuss implications of the following: One's attitude toward death and a possible hereafter is a part of one's core values of life.

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SUB-COMPETENCY AND CRITERIA	CONTENT Concepts and Generalizations
...explain some of the realities of death related to personal ties?	The longer one lives the greater the liklihood that personal ties will become broken more frequently by separation and death. The death of a spouse removes not only one's sexual partner, but one's partner in most life activities. The onset of widowhood has come increasingly later in life as more husbands and wives have survived together through the middle years. Older widows are often unprepared for the stressful aspects of the changes brought about by widowhood.
...show through example how individuals differ in their reaction to and handling of grief?	People vary in their reaction to and handling of actual grief.
...explain resources to help one to be prepared for bereavement and death?	There is no way of dealing with bereavement so as to make it painless; however, it can be prepared for. One can help a bereaved person by being there, listening, supporting and showing oneself open to his or her emotions. The imminence of death is an important reality for the older person. One's faith, beliefs, or religion can be a very strengthening factor as old age comes upon them.

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Research shows there are stages of bereavement that everyone experiences after his or her spouse dies. Read and discuss these stages.

Discuss the implications in the following statement: Often the unspoken aspects of bereavement do the most damage.

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WISCONSIN VOCATIONAL STUDIES CENTER
University of Wisconsin-Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, Wisconsin 53706